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**The impact of youth sports on leadership styles in the hospitality industry**

by

**James Arthur Williams**

A dissertation submitted to the graduate faculty in partial fulfillment

of the requirements for the degree of

**DOCTOR OF PHILOSOPHY**

Major: Hospitality Management

Program of Study Committee:

Robert Bosselman, Major Professor

Jessica Hurst

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Anthony Townsend

Frederick Lorenz

Iowa State University

Ames, Iowa

2012

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## **DEDICATION**

I would like to dedicate this study to all of my former college and professional football teammates, and I would like to dedicate this study to all managers trying to inspire and motivate their subordinates to become more productive within the work environment. I would like to dedicate this degree to my mom, dad, and siblings who encourage me to continue striving for the highest academic accolades. I would also like to dedicate this study to my stellar children (Tia, Jas, Jay, and Jocelyn). I would personally like to dedicate this study to my lovely, beautiful, and supportive wife (LaToya D. Williams) who continues to inspire me to strive for the best in all academic, professional, and personal endeavors. My wife has dedicated time and finances to make sure I successfully complete this doctoral process, and I dedicate all success to her. I also would like to dedicate this dissertation to a special cousin (Cedric Barnes), and you will be forever in my thoughts. Finally, I would like to dedicate the gathered inspiration, motivation, and belief, to my true source, God.

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## **ABSTRACT**

Diverse managers are needed to successfully manage today's convoluted hospitality firms. Undergraduate hospitality students enter the workforce expected to embody leadership styles needed to manage high turnover or technology advanced systems, while setting objectives that promote collaborative behaviors and attitudes among subordinates. The purpose of the study was to examine low-and-high youth sport's participation impact on effective leadership styles. Multifactor Leadership Questionnaire (MLQ) 5X short-form instrument was utilized to examine undergraduate students leadership styles, consisting of a random sample of 170 students from Iowa State and DePaul university. A Chi-square test found a significant difference between low-and-high youth sport's participation in regards to effective leadership styles. A logistic regression analysis determined there was likelihood that undergraduate hospitality students with high-youth sport experiences were three times as likely not to exhibit passive leadership, and 83% of the subjects exhibited high-youth sport's participation.



## **CHAPTER 1: INTRODUCTION**

Hospitality students are expected to learn basic principles of operational management at four-year hospitality programs that are considered essential for entry-level management positions in various hospitality firms (i.e., lodging and restaurant) (Cobanoglu, Dede, & Poorani, 2006). Effective management cannot exist without advantageous leadership (Hinckley, 2009). Management can be viewed as a process of handling situations or people, but leadership can be viewed as the ability to influence or lead individuals toward a common goal or idea (Hackett, 2006; Hayes, 2002). Competent leadership can occur within an organization or without an organization, but management requires a set of procedures or policies to function appropriately.

Without the necessary management skills, students cannot apply appropriate and effective leadership styles needed to manage complex problems (i.e., high-turnover or scheduling needs in hotel establishments) within hospitality companies (Latham & Vinyard, 2004). Students are expected to embody a combination of managerial competencies and leadership traits necessary to manage constant change in hospitality companies (Cobanoglu et al., 2006). This combination can also be essential for management of constant change within the hospitality industry because hospitality students are required to enter the workforce with the mindset needed to embrace and accept organizational change in today's industry. Hotel managers identified leadership styles as the most significant competency among hospitality students entering hospitality firms (Christou & Eaton, 2000).

Leadership styles can derive from past experiences and leadership opportunities, and hospitality undergraduate programs can provide basic managerial competencies to

amplify those developed leadership traits. Today's hospitality companies are facing high employee turnover, diversity issues (i.e., aging workforce and different ethnic groups), and constant change in their competitive landscape; students are needed to enter hospitality companies with effective leadership styles to assist and support future changes in the work environment (Stein, 2009). Successful change management relies on effective leadership to ensure the success of diverse hospitality organizations when combating internal and external contingencies that impact the work environment (Cobanoglu et al., 2006; Latham & Vinyard, 2004). Poor planning for technological implementation strategies and poor strategic management of low-level workers were cited by 77% of human resource managers as the reason for failed implementation of business strategies (Umble, 2009).

Hospitality undergraduate programs can provide human resource management courses that provide rudimentary knowledge about how to effectively manage hospitality employees (i.e., selecting and recruiting, performance appraisal, feedback, and etc.); those courses combined with learned leadership skills can be used to prepare students to influence today's hospitality employees. Hospitality undergraduate students are expected to occupy entry-level positions in hospitality firms, and entry-level hospitality employees are expected to make decisions that benefit relationships with customers, stakeholders, and other employees (Stein, 2009). When individuals are authorized to make decisions and changes in hospitality firms, those individuals can be viewed as leaders in their respective positions, even if they fail to hold official leadership titles. Change management requires leadership styles that embraced change, and effective management skills that persuaded followers to embrace change (Rust, Moorman, & Bhalla, 2010).

Most factors that impede change implementation revolved around employee resistance to change and poor leadership, and students with effective leadership styles can combine learned competencies to address both of those factors (Stein, 2009). Successful change implementation strategies required employee and management involvement, and both parties embodied an understanding of management competencies to minimize resistance to change in hospitality companies (Cheung, Law, & He, 2010; Stein, 2009). Individuals acquired proactive knowledge from past experiences, observations, and actions to ease their fear towards change (Nonaka & Nishiguichi, 2001). Youth sport experiences can provide individuals with opportunities to control changes in their competitive sport environment, while developing influential leadership traits and styles (Chelladurai, 1980). Youth sport experiences are used to develop intuitive knowledge and leadership in crisis situations (Arthur-Banning, Wells, Baker, & Hegreness, 2009).

According to Socrates, knowledge was a recollection from past experiences (Moser & Vander Nat, 2003). Youth sport's participation can improve athletes' ability to evaluate contingencies, while developing interpersonal skills (i.e., persuasive speech and effective listening skills) in those challenging situations. Productive change required effective leadership styles and collaboration from involved subjects, and required transparent interpersonal leadership skills to discuss tactics and strategies (Hinckley, 2009). Transformational leadership was designed by leaders to empower followers to transform their behaviors and actions for the success of the team, so followers will be inspired to transform into leaders within their respective position in the organization (Bass, 1985).

Youth sport leaders are expected to empower teammates to align behaviors and actions toward team goals and objectives to succeed in their individual position on their sport's team (Arthur-Banning et al., 2009). Athletes are also rewarded for their hard work and success by individual awards and recognition in the media, so athletes learned to link sport success with an effort-to-reward perspective. Transactional leadership was designed to reward the effort of employees, while building trust and improving performance of employees in the work environment (Bass & Avolio, 2004). Youth sport experiences can promote behaviors similar to transformational and transactional leadership, and those learned behaviors could improve hospitality students' development of managerial competencies within the hospitality industry. Youth sports can build character, leadership skills, and promote life-long learning, and these skills can be used to manage crisis situations in the future (Arthur-Banning et al., 2009).

Effective leadership styles are essential to manage contingencies in future hospitality businesses, and hospitality students will need both upon entering hospitality career fields (Broom, 2003; Kay & Russette, 2000). To meet the need of entry-level hospitality management positions, hospitality students need to develop effective leadership traits that incorporate learned managerial competencies to combat change in hospitality firms (Chan & Coleman, 2004; Cobanoglu et al., 2006; Moser & Vander Nat, 2003).

### **Problem of the Study**

Preparing hospitality students to lead in diverse organizations are imperative to the future success of hospitality companies. However, some hospitality students can lack the leadership styles needed to incorporate learned managerial competencies in today's

hospitality firms. Passive leadership styles failed to prepare followers to adapt to changes internally or externally in their work environment (Larue, Child, & Larson, 2006). Poor change management instigated leaders who were resistant to change and failed to set conditions that inspired an acceptance of change among followers due to their poor leadership skills (Hackett, 2006).

In a recent study of hospitality executives, Cheung et al. (2010) found leadership styles to be the most important attribute among entry-level managers because managers are expected to apply leadership skills to the management of day-to-day personnel and operational issues. Executives were from a variety of hotel establishments, and executives discussed a desire to attract undergraduate students who were confident leading diverse subordinates within an evolving industry. Hospitality companies are being hampered with turnover rates of 60%, and managers are expected to have the ability to transform followers into individual leaders to maintain growth in their competitive landscape (Lee & Way, 2010). The specific problem is that some hospitality students lack leadership styles needed to incorporate learned managerial competencies in today's complex hospitality firms (Cheung et al., 2010; Margolis & Stoltz, 2010). Successful leadership styles can provide graduating hospitality students with an opportunity to adjust managerial competencies and strategies to match the maturity of followers in the work environment (Latham & Vinyard, 2004; Johanson, 2006).

Youth sports fostered a cohesive environment that promoted the use of leadership styles, which enabled athletes the ability to prepare and lead team members for constant changes throughout different phases of competitive games or events (White, Kavussanu, Tank, & Wingate, 2004). Youth sports can promote leadership styles that deal with

change management strategies by understanding team members' strengths and weaknesses, thus preparing them to better deal with future changes (Sugarman, 2000). Hospitality undergraduate programs are designed to transform students with industry work experience into entry-level hospitality managers in complex and ever-changing work environments (Chan & Coleman, 2004). When students understand managerial concepts, students should possess the ability to combine knowledge (undergraduate program) and skills (work experience) needed to delegate tasks or responsibilities to subordinates within intricate hotel firms.

### ***Significance of the Study***

Earning an undergraduate hospitality degree can prepare students with the KSA's (knowledge, skills, and abilities) needed to manage and accept change within hospitality companies. Managers cited a resistance to change as the primary reason that implementation strategies and processes failed in hospitality organizations; some business managers felt like subordinates rejected change strategies due to complacency with current programs (Rust et al., 2010). Entry-level hospitality managers must be committed to change to effectively set conditions that inspired subordinates to embrace change in the work environment (Hinckley, 2009; Ross, 1995). Chelladurai (1980) studied sports leadership benefits, by focusing on the characteristics of athletes rather than exploring learned leadership styles impacting future change within hospitality organizations.

Competent leadership development involved proactive behavior to manage potential contingencies that can impede organizational learning within a work environment (Margolis & Stoltz, 2010). Youth sport leaders were constantly experiencing

change throughout different phases of competitive games, and youth sports gave athletes an opportunity to prepare for change in future complex competitive situations (White et al., 2004). The purpose of this quantitative study was to examine the difference between low-and-high youth sport's participation on the leadership styles of undergraduate hospitality students. This study can demonstrate the benefit of low-and-high youth sport's participation to producing effective leadership styles among undergraduate hospitality students.

### **Research Questions**

The study sought to answer the following research questions:

1. Does the participation in youth sports prepare undergraduate hospitality students with effective leadership styles to manage change?
2. Is there a difference in leadership styles between low-and-high youth sport participation among undergraduate hospitality students?
3. Is there a relationship between low-and-high youth sport participation and leadership styles among undergraduate hospitality students?
4. Do undergraduate hospitality students with high-youth sport's participation correlate with a transformational leadership style?
5. Do undergraduate hospitality students with high-youth sport's participation correlate with a transactional leadership style?
6. Do undergraduate hospitality students with low-youth sport's participation correlate with a passive/laissez faire leadership style?
7. Do team sports create a more collaborative perspective among undergraduate hospitality students when managing change?

### **Theoretical Framework**

This quantitative study focused on the leadership styles of undergraduate hospitality students who participated in youth sports. This study was formed by using management philosophies and different theoretical approaches to managing change in hospitality organizations and youth sports. Hersey-Blanchard situational leadership model involved the matching of learned leadership behaviors with the maturity-level of subordinates to successfully implement change (Hersey, 2009). Situational leadership theory can be used among managers to use interpersonal skills and change management philosophies to match followers' level of readiness to ensure organizational growth and maturity (Church & Wacławski, 2001). This research study was driven by sports leadership characteristics and change management philosophies.

Chelladurai (1980) explored leadership characteristics that might be derived from the participation and interaction in youth sports rather than exploring youth sports impact on managing contingencies. The findings can be used to indicate that athletes assume multiple roles and responsibilities, while engaging in sports and handling problems during competitive games (Chelladurai, 1980). Leaders obtained power over followers through an understanding of their environment and by reorganizing their actions to succeed in complex situations (Weick & Sutcliffe, 2001). According to Rice and Kastenbaum (1983), Fiedler's contingency model of leadership suggested that leaders change their situation rather than change leadership styles to enhance group performance.

The contingency model is used to focus on the relationship between the leadership style and leadership effectiveness due to the given situation, while emphasizing no one leadership style is effective in all situations (Rice & Kastenbaum, 1983). Most leadership



paradigms consist of moderating variables (strong contingent effect on other variables relationships) that include position power, quality of leader-subordinate relationship, or task structure (Rice & Kastenbaum, 1983). Youth sports place individuals in leadership roles that do not rely on position of power, task structure, or a given relationship. The research may find the impact of the participation in sports change to Fiedler's contingency theory because Fiedler's contingency theory focuses on changing situations to match leadership styles (Lerstrom, 2008). Major change management theories were used as the framework for this study to discover the impact that youth sports might play in the development of change management leadership styles. Situational leadership theory was influenced by Fiedler's contingency model to match favorable leadership styles to the current situation (Lerstrom, 2008).

Situational leaders adapt their leadership style to match followers' maturity and change in the environment (Lerstrom, 2008; Rice & Kastenbaum, 1983). The contingency model is used to emphasize the importance of understanding the leadership style and leadership effectiveness in change situations, and sport leaders have to adjust and adapt to different teams and game time situations (Rice & Kastenbaum, 1983). According to Handy (1995), management should incorporate multiple management philosophies and leadership styles to organizational culture, to effectively manage people rather than internal and external changes to the work environment. Transformational, transactional, and collaborative leadership are essential to the framework of this research study because athletes are responsible for functioning effectively and efficiently in multiple situations; these leadership styles are successful in different situations.

Most recent moderators have been viewed as unsystematic and provide conflicting results, so youth sports may serve as a moderator that inspire transformational, transactional, and collaborative leadership styles among individuals (Lestrom, 2008; Miner, 1980). Youth sports might be used to develop leadership skills at all levels, by creating different cultures, organizations, opportunities in the game, and requiring the use of different skill sets, and youth sports leadership share a comparison to situational leadership (Lerstrom, 2008; Organization of Eastern Carribean States, 2008). Athletes can use diversity to successfully subdue emerging crisis in game time situations because diversity in change situations can inspire leaders to evolve (Mitroff, 2004; Organization of Eastern Carribean States, 2008). The framework of this study concentrated on the development of change management skills and philosophies in youth sports to emphasize the importance of change in leadership styles to effectively enhance organizational maturity.

Presented in past research was youth sports development of leadership skills during constant change, but individuals who participated in youth sports have not been proven to be more effective managers in work environments (Organization of Eastern Carribean States, 2008; Sample, 2002). Athletes might be extremely effective at leading individuals in their sport team environment, but fail to transfer those skills in common work environments (i.e., hotels, restaurants, night clubs, or etc.). Knowledge emerges from learned experiences throughout one's life, and knowledge is essential to management of crisis situations (Nonaka & Nishiguichi, 2001). Sports leadership builds interpersonal skills in athletes that generated confidence needed to inspire team members

to adapt to changes and adopt successful solutions towards potential contingencies (Bolman & Deal, 2003; Organization of Eastern Caribbean States, 2008).

Effective organizations used diverse managers that can inspire employees to support new technologies, while motivating employees to embrace the culture and find satisfaction in achieving organizational goals (Katz, 2003). This research study was used to possibly bring to the surface an understanding of leadership styles learned and used from the participation in youth sports, while potentially adding to the existing body of transformational leadership, change management, transactional leadership, collaborative leadership, and Fiedler's contingency theory.

### **Definition of Terms**

The dissertation includes terms that might differ depending on the situational use, so terms were defined to specify the use in this study. The terms were presented later in chapter 1 and chapter 2. For the purpose of this quantitative research study, these terms and words are defined below.

*Youth sports:* Most people consider youth sports between the age ranges of 5-13 when young individuals can participate in organized sports prior to high school athletics (Calhoun, 2007; Chelladurai, 1980; Duffy, Gordon, Whelan, & Cole-Kelly, 2004).

*Low youth sport experiences:* Young athletes who participate in youth sports for 0-3 years (Calhoun, 2007; Chelladurai, 1980).

*High youth sport experiences:* Young athletes who participate in youth sports for 4-8 years (Calhoun, 2007; Chelladurai, 1980).

*Youth sports leadership:* When athletes have the ability to set conditions and boundaries that influence teammates to align behaviors and actions to team goals rather than pursuing individual awards and accolades (Calhoun, 2007; Chelladurai, 1980).

*Hospitality management programs:* Effective programs are designed to incorporate work experiences and managerial competencies to be used to manage practical situations and diverse individuals in hospitality industries (Baum, 1990; Harkinson, Poulston, & Kim, 2011).

*Change management:* Requires diverse management skills from organizational leaders to effectively address complex issues and contingencies that might impede progression of employees and processes in an organization (Hayes, 2002; Latham & Vinyard, 2004).

*Interpersonal skills:* Combination of communication, teamwork, and rationalization skills needed to effectively and efficiently convey messages that motivate and inspire a collaborative approach from others (Duffy et al., 2004).

*Multifactor leadership questionnaire short form (MLQ-5X):* A valid and reliable instrument used to gather information on the self-perceived leadership style of respondents, containing 45-items with 9 leadership scales (five transformational, three transactional, and one laissez-faire) and three outcome scales; it uses a Likert scale ranging from 0 (not at all) to 4 (frequently, if not always), and each of the leadership style scales had four items. Scores for each scale is averaged to determine the leadership style or outcome (Bass & Avolio, 2004).

### **Dissertation Organization**

This dissertation consists of an introduction to the quantitative research study, literature review, methodology used to obtain and analyze data, results and discussion,

summary, conclusion, future recommendations, references, and appendices. Appendices contained any relevant materials or data to support the research study: informed consent form, human subjects review approval, tables, and the data collection instrument.

## **CHAPTER 2: REVIEW OF THE LITERATURE**

### **Change Management Theories/Paradigms**

Human resource management (HRM) is an essential component in today's hospitality organizations. HRM refers to policies, procedures, and practices needed to manage personnel aspects of hospitality firms (Dessler, 2009). HRM has transitioned in today's organizations from an authoritative or hierarchical perspective to a more flat or diverse perspective to match today's global diversity. Human resource theories or paradigms have shifted over the past 15 years, so today's industry leaders and scholars are focusing on management and leadership theories that can be applied within hospitality fields as well as other business environments. Some HRM theories were developed over 15 years ago, but some have re-emerged as leading theories in today's globally diverse work environments.

Change management and leadership theories are essential to the success of today's diverse organizations due to internal and external contingencies or potential contingencies impacting the work environment (Latham & Vinyard, 2004). Change is a probable part of today's firms and future firms, and leaders must have the ability to set conditions that inspire followers to embrace change (Broom, 2003). Changes to leadership paradigms can cause leaders to adopt new influential characteristics (i.e., communication and delivery of messages), while viewing business or hospitality environments from multiple perspectives (Katz, 2005). Crises and contingencies were necessary preconditions for the emergence of new leadership theories and paradigms because crises generated innovative thinking among industry leaders (Katz, 2005).

Effective leaders strategically plan for the growth of global firms by matching employee behavior to the overall vision of the business environment to enhance investment strategies and opportunities (Peto, 2005). Change management is an evolving process, and some Fortune 500 companies place value in the ADKAR (Awareness, Desire, Knowledge, Ability, and Reinforcement) model to manage change in their complex work environments. ADKAR models were designed with five basic common sense principles, to effectively and efficiently manage all types of corporations and governments. Change no longer occurs once every 10 years; change is a continual process in all corporations, especially the fast-paced hospitality industry.

Productive change required total employee commitment rather than sole guidance or involvement of top-level management in hospitality firms or other business entities (Andaleeb & Conway, 2006). ADKAR model can eliminate negative effects associated with organizational change to improve change management strategies in hospitality firms. ADKAR model has five principles: awareness, desire, knowledge, ability, and reinforcement (Hiatt, 2006). Ideally, hospitality or business leaders can use the ADKAR model to inform personnel of changes needed in the work environment, to improve the implementation process, and to benefit organizational changes (Hiatt, 2006).

Organizational leaders should instill desire in employees by soliciting ideas and opinions during the implementation process (Hiatt, 2006). Hotel managers could solicit ideas from front desk employees to improve the check-in process; this might inspire employees to feel more vested in the company. Restaurants and hotels are service firms that rely on the desire of employee embracement of change management strategies because employees who are resistant can impede the implementation progress to

negatively impact quality customer service in the hospitality industry. Leaders must advise employees of additional training and knowledge required for successful change, while providing employees with the prudent training necessary to enhance one's ability to implement change (Hiatt, 2006).

Once employees acquire the knowledge and ability needed for change, leaders must make the change behavior repetitive to employees to reinforce change perspective within the organization (Hiatt, 2006). In hospitality companies, employees are expected to perform the same job tasks and interpersonal skills (i.e., persuasive speech and effective listening skills) to promote quality customer service to clients (Andaleeb & Conway, 2006). Change management is critical for 21<sup>st</sup> century businesses and hospitality firms, so the ADKAR model can help hospitality companies compete in today's globally diverse work environments. However, diverse leadership theories and paradigms are needed to apply the ADKAR model to hospitality firms and other business corporations (Gottschalk, Gudmundsen, & Yngve, 2010).

Management philosophies can be used to develop effective strategies for organizations, to reach set objectives and increase profit margins within their target market. According to Mintzberg, Lampel, Quinn, and Ghoshal (2003) "strategies consisted of the five P's: plan, ploy, pattern, position, and perspective to direct, control, empower, and solidify organizations" (p.3). Early management theories were used to give authority to bosses over subordinates. However, hospitality firms have shifted management paradigms to a more collaborative perspective that requires more diverse and flexible leadership styles to ensure success in today's hospitality industry. This current study explored leadership styles seen in Table 1.1.



**Table 1. Leadership theories/paradigms for effective change management**

<i><b>Leadership Theories</b></i>	<i><b>Purpose</b></i>	<i><b>Timeline/History of model of leadership</b></i>
Situational Leadership Theory	The situational leaders can match their leadership styles to a lodging situation rather than finding situational favorableness to their set leadership style (Lestrom, 2008).	Hersey and Blanchard created this model in the 1980's, but the situational leadership model has been used in the lodging industry in the 1990's and 2000's (Hersey, 2009; Lestrom, 2008).
Transactional Leadership Theory	Hotel leaders can reward employees work performance with additional job tasks and other incentives to promote productive behavior among employees in the work environment (Horwitz et al., 2008).	Transactional leadership was introduced in the late 1980's and early 1990's, but it is used among today's lodging companies (Bass & Avolio, 2004).
Transformational Leadership Theory	Lodging leaders can understand employees' needs, and attempt to satisfy those needs to transfer employees' behavior to meet the lodging firms vision (Horwitz et al., 2008).	Transformational leadership was introduced as an expansion to transactional leadership in the 1990's and gained recognition in lodging firms in the early 2000's; transformational leadership is still relevant in today's lodging firms (Horwitz et al., 2008; Bass & Avolio, 2004).
Collaborative Leadership Theory	Collaborative leadership can be used promote collaborative approaches to change and projects among all invested parties. Lodging leaders can use this theory to motivate employees to embrace change within lodging firms (Chrislip, 2002; Palmer, 2009).	Collaborative leadership emerged in the late 1990's, and collaborative leadership is valued as an essential to manage change in the 21 <sup>st</sup> century (Chrislip, 2002; Palmer, 2009).

### ***Situational Leadership***

Situational leadership theory is a form of change management leadership that can address unique situations and diverse personnel within a complex work environment. The situational leadership model focused on the development of leadership styles to match the performance needs of followers to improve productivity in their organization (Hersey, 2009). Situational leaders can integrate interpersonal skills and change management philosophies to match followers' level of readiness to ensure organizational growth when confronted with change (Church & Wacławski, 2001). The situational leadership model derived from the contingency theory, and situational leaders focused on matching leadership styles to a situation rather than finding situational favorableness to their current leadership style (Fiedler & Garcia, 1987; Hersey, 2009).

Successful human resource managers encouraged mid-level managers to adopt multiple leadership styles and interpersonal skills, so managers can use charisma and influence to inspire employees to perform at high-levels needed to achieve set organizational objectives (Wellington & Foster, 2009). Today's hospitality industry is facing high employee turnover, diversity issues (i.e., aging workforce and different ethnic groups), and constant change in their competitive landscape; competent managers need flexible leadership styles to manage language barriers and culture differences among employees (Cobanoğlu et al., 2006; Stein, 2009). Successful change management is essential to the success of diverse hospitality organizations because work environments are facing morale issues due to high-turnover rates and an influx in ethnicity groups (Cobanoğlu et al., 2006; Latham & Vinyard, 2004). Situational leaders can use multiple

perspectives when conveying messages to hospitality employees to ensure their needs are being addressed to improve working relationships (Cubero, 2007; Spinelli, 2006).

Leaders should practice a combination of behaviors that match the level of their employees' maturity-level to manage any resistance to change (Spinelli, 2006).

According to Cubero (2007), industry business leaders sought entry-level managers with varied leadership styles because industry leaders viewed multiple leadership styles as the best change management practice in constantly changing work environments. When hospitality leaders failed to motivate employees to embrace change, change management strategies faltered and created additional issues within hospitality firms (Spinelli, 2006). Yun, Faraj, and Sims, Jr. (2005) acknowledged that situational leadership functions from two dimensions: empowered tactics and directive tactics to manage experienced and inexperienced employees within an organization.

Hospitality employees can become resistant to necessary change, if employees lacked trust among their internal leadership. Situational leadership created a framework to meet the needs of employees and an understanding of the management process (Yun et al., 2005). Great leaders possessed professional skills and interpersonal skills needed to manage crisis situations (Shooter, Paisley, & Sibthorp, 2009). Employees based integrity and trust on leadership behavior towards them, and how the leaders interacted and responded in crises situations (Shooter et al., 2009).

A successful situational leadership model relied on employees' trust, and situational leaders developed that trust by managing the given situation appropriately (Cubero, 2007).

### **Leadership Traits for Organizational Change**

Effective leadership has the ability to influence followers to achieve common organizational goals (Stein, 2009). Hospitality leaders are expected to perform efficiently and productively at critical moments to enhance performance in crises situations by incorporating the appropriate leadership styles/traits. Persuasive leadership behaviors can be developed from the proper coaching techniques of youth sport coaches (Chelladurai, 1980). Coaches managed situations in sports by evaluating players' skill levels and matching players' skills with the appropriate situations to enhance productivity toward team goals (Chelladurai, 1980). The contingency theory model was used to match leadership traits to specific situations to improve group effectiveness (Fiedler & Garcia, 1987).

When hospitality leaders adapted their behaviors to match their employees, employees felt comfortable working in unfamiliar situations to improve success in crisis situations (Ross, 1995; Stein, 2009). Hospitality leaders are expected to exhibit a high-level of industry knowledge among employees to generate trust and acceptance among employees (Ross, 1995). Effective youth sport leaders used competitive knowledge to adjust behaviors to match various and competitive sport situations (Chelladurai & Carron, 1983). Coaches provided beneficial knowledge and instilled confidence in youth players, and youth players developed the ability to manage change in strategies and players' abilities (Manos, 2006).

Youth sport coaches are expected to influence athletes to adjust their behavior and attitude to match the team's vision, and hospitality leaders are expected to persuade employees to embrace organizational goals and objectives (Calhoun, 2007; Latham &

Vinyard, 2004). Youth sport experiences can develop leadership traits that provide athletes with impressive interpersonal skills towards internal and external team change (Chelladurai & Carron, 1983). Productive interpersonal skills can be used among hospitality leaders to influence followers to embrace industry organizational change. Effective hospitality leadership was viewed as an essential component to productive hospitality firms, and youth sport leadership was viewed as a combination of life experiences and theories to promote practical knowledge towards complex situations (Chelladurai, 1980; Ross, 1995).

Effective leadership was used to fulfill set objectives and goals in hospitality organizations rather than individual successes (Rust et al., 2010). Sport leadership was used to encourage and inspire team members to pursue team championships rather than individual accolades (Arthur-Banning et al., 2009). Competitive sports promoted a tough-mindedness and dominance perspective towards accomplishing team objectives (Calhoun, 2007). In Rome, combat gladiatorial games gave gladiators the opportunity to fight for money, freedom, and status, while prompting gladiators to change planned strategies and implemented techniques for survival purposes (McManus, 2007). Sports derived from Greece in the form of gladiatorial games for entertainment purposes, but competing athletes fought for their freedom and life as well (McManus, 2007).

Sports have shifted paradigms throughout history, but athletes learned to manage change in competition by adopting characteristics and successful leadership traits that generate successful outcomes (Manos, 2006; Sugar & Holloman, 2009). Leadership theories gave hospitality leaders an opportunity to guide subordinates and manage implementation processes throughout their organization, and youth sport leadership gave

athletes an opportunity to guide teammates and manage team strategies during strategic planning (Larue et al., 2006; Sugar & Holloman, 2009). Throughout history, change has occurred in youth sports and hospitality organizations, and it has prompted youth sport and hospitality leaders to change strategies to successfully adapt to internal and external changes in their respective environments (Manos, 2006).

Youth sport leaders often directed, guided, and led team members during athletic competition, and some individuals believed lessons learned from sports are transferred to future life applications (Chelladurai, 1980). Internal and external contingencies impacted the implementation process in hospitality firms, and contingencies required hospitality leaders who embodied managerial competencies and leadership styles to successfully lead others (Arthur-Banning et al., 2009). Youth sport leaders learned to combine their experience or sports knowledge with their leadership style to lead teammates to the accomplishment of winning a game or championship (Calhoun, 2007).

### **Undergraduate Hospitality Programs**

Hospitality programs prepared students for entry-level management careers in foodservice, lodging, and tourism entities (Altinay, 2010). Hospitality programs were designed to emphasize on the building of managerial competencies and leadership traits needed to manage processes and services in the hospitality industry. According to Altinay (2010), hospitality executives and human resource managers sought to staff their businesses with leaders who can manage internal and external contingencies impacting their work environment. Hospitality leaders are expected to obtain leadership styles and managerial competencies to combat the growing diversity (age, gender, and ethnicity)

concerns and high turnover rates in the hospitality industry (Altinay, 2010; Iun & Huang, 2007).

Undergraduate hospitality programs were used to prepare students with entry-level management competencies and knowledge to work in today's complex hospitality work environments (Iun & Huang, 2007). Undergraduate hospitality programs were designed to combine students' learning styles with managerial competencies to produce effective and efficient leadership traits among hospitality students (Iun & Huang, 2007). Brymer, Wilborn, and Schmidgall (2006) recognized that students selected undergraduate hospitality programs that prepared them for entry-level management positions. Developing managerial competencies that meshed with students' learning styles appeared essential to the production of competent leaders upon completion of undergraduate hospitality degrees (Brymer et al., 2006).

Undergraduate hospitality programs were designed to prepare potential future leaders with an understanding to the changing dynamics of hospitality environments (Solnet, Kralj, Moncarz, & Kay, 2010). Academic institutions were responsible for ensuring students obtained requisite managerial competencies needed to successfully manage today's hospitality firms (Kay & Moncarz, 2007). Some graduates of undergraduate hospitality programs obtained employment as hotel or restaurant managers, event planners, caterers, and housekeepers or front desk management (Kay & Moncarz, 2007; Solnet et al., 2010). Graduates were recognized as entry-level leaders upon completion of their undergraduate degrees (Solnet et al., 2010).

Hospitality executives felt graduates of hospitality programs needed leadership styles and traits that inspired subordinates to embrace set objectives (Broom, 2003;

Harkinson et al., 2011). Effective hospitality leaders have leadership traits and managerial competencies that influenced subordinates to embrace organizational change and implementation strategies within their hospitality firm (Ng, 2011). Unproductive hospitality leaders lacked the necessary managerial competencies and leadership styles needed to set conditions that inspired subordinates to embrace change (Brymer et al., 2006). Hospitality undergraduates were expected to possess industry knowledge and influential leadership traits within the realm of service work, so internships are integrated into most hospitality undergraduate programs (Harkinson et al., 2011).

Harkinson et al. (2011) research study suggested that 45.9% of industry managers, and 91% of students considered a degree as one of the most significant components needed toward the acquisition of leadership positions in hospitality firms. While hospitality industry leaders viewed hospitality degrees favorably, they also related work experience and leadership skills as the most beneficial for competencies of today's managers (Harkinson et al., 2011). According to Chi and Gursoy (2008), there has been a significant increase in hospitality undergraduate students to match the growing demands of today's complex hospitality industry. Hospitality leaders were expected to seek students with effective leadership skills and managerial competencies to manage today's diverse work populations to promote cohesiveness among employees (Harkinson et al., 2011).

Up-to-date leadership skills and managerial competencies were needed to ensure that hospitality undergraduate programs remain effective for industry standards (Harkinson et al., 2011). Hospitality leaders and educators wanted to develop experienced graduates who were equipped with effective leadership traits for the hospitality industry



(Chi & Gursoy, 2008; Harkinson et al., 2011). Brymer et al. (2006) suggested that hospitality programs teach leadership qualities to enhance management concepts throughout hospitality courses. Brymer et al. (2006) discussed the lack of effective leadership traits among hospitality graduates entering the hospitality industry; this issue among graduating undergraduate students could impede change in hospitality firms.

Hospitality undergraduate students' felt the decision-making process among managers required an ethical perspective or stance. Influential people were also found to have a significant impact on hospitality undergraduate students' ethical perspective, so students developed leadership styles from influential role models (i.e., youth sports coaches) (Brymer et al., 2006; Calhoun, 2007). Effective leadership styles provided hospitality undergraduate students with the necessary tools needed to manage contingencies in hospitality industries (Brymer et al., 2006). Harkinson et al. (2011) reported that hospitality firms are aging, and hospitality executives desire graduates with productive leadership styles to manage the complexity of today's hospitality firms.

Hospitality students are expected to step into entry-level leadership positions with leadership traits needed to manage diversity concerns and potential contingencies among hospitality employees (Harkinson et al., 2011). According to Kalargyrou and Woods (2011), hospitality businesses spent billions of dollars to train employees to perform in leadership roles or positions, and training programs were designed to prepare internal workers for internal management positions. Today's hospitality managers were expected to manage diverse populations, while leading subordinates to adapt their behaviors and attitudes to the organization's culture and set objectives. Kalargyrou and Woods (2011)

also stated that some hospitality firms spent up to \$185, 000 a year on training employees.

Competent hospitality leaders empowered their subordinates with job responsibilities and duties to take advantage of their leadership traits and managerial knowledge. Hospitality undergraduate programs focused on developing managerial competencies among students in preparation for leadership roles (Kalargyrou & Woods, 2011; Larue et al., 2006). Hospitality programs can prepare students for entry-level management positions, but effective leadership traits toward change can emerge from students past experiences.

### **Leadership in Hospitality Industries**

Hospitality leadership was used to deploy set objectives and provide direction to employees in hospitality entities (Latham & Vinyard, 2004; Ross, 1995). Ross (1995) reported that the age of workers in hospitality entities are shifting leadership strategies to meet the diversity needs of hospitality employees. Older workers were found to be more sensitive to co-workers' emotions or self-esteem, but younger workers were found to be more frank and less sensitive to other employees' emotions within the work environment. Latham and Vinyard (2004) believed proficient leaders diagnosed the weaknesses of their organization, while presenting solutions that could improve contingencies impeding organizational success.

Hospitality leaders must have the ability to understand and diagnose improvement areas in their hospitality companies, while changing the leadership strategy design to enhance their performance over competition within their target market (Iun & Huang, 2007; Pudlowski, 2009). According to Iun and Huang (2007) in 2015, 40% of the

workforce will be considered older workers with an average age of 40 and older.

Hospitality firms were having a hard time retaining younger employees, and this placed more strain on the aging population within the work environment; some firms were shifting paradigms to successfully manage older workers, and to recruit more seasoned workers within the industry. Iun and Huang (2007) found that older employees with a high-level of commitment embraced leadership philosophies, and younger employees embraced the actions of hospitality leaders. Committed employees were motivated to align behaviors and attitudes to the firm's objectives.

When hospitality leaders effectively used feedback that inspired younger employees to transform their behaviors to fit the organizational culture, younger employees were more committed to set objectives and change implementation strategies (Iun & Huang, 2007; Larue et al., 2006). Maon, Lindgreen, and Swaen (2009) believed direct relationships were important to the implementation process to ensure the organization remains aligned with short-and-long term goals. Maon et al. (2009) believed leaders and employees must share common goals and objectives to improve change management processes within hospitality firms. Effective hospitality leaders evaluated their organization's internal and external resources, while focusing on employees' needs to ensure subordinates embraced leadership philosophies (Altinay, 2010; Van Buskirk, 2009).

According to Lee and Way (2010), current economic issues have raised major concerns for employee retention in the hospitality industry, and competent leaders valued employees as essential components to the strategic planning process in hospitality firms. Hospitality organizations must have knowledgeable employees to implement and manage

new technologies, processes, or services offered in the hospitality industry (Campbell, 2009; Latham & Vinyard, 2004; Lee & Way, 2010). Successful change strategies required diverse leadership styles to fit complex situations and differing attitudes and behaviors among hospitality-based employees (Lee & Way, 2010; Yun et al., 2005). Lee and Way (2010) suggested that hospitality leaders must understand the need for effective leadership styles and managerial competencies of hospitality managers to ensure the success of change initiatives. Hospitality leaders acknowledged the need for productive change to identify the root of organizational problems, and some hospitality leaders believed diverse leadership strategies inspire solutions to common contingencies (Pudlowski, 2009; Lee & Way, 2010).

Pinar, McCuddy, Birkan, and Kozak (2010) reported gender gap issues in the hospitality industry; women dominated low-wage positions and men dominated mid-to-high wage positions in hospitality work environments. In hospitality work environments, male employees made more money than female employees, which created a hostile work environment among employees occupying similar roles or positions (Pinar et al., 2010). Some women were less motivated to work in some hospitality companies because some women developed a lack of trust in male-dominated hospitality firms (Pinar et al., 2010). Pinar et al. (2010) recognized the significance of diversified leadership tactics in complex hospitality businesses. Hospitality leaders and educators noticed the need for change in hospitality undergraduate programs to maintain achievement of short-and-long-term goals in future hospitality firms (Pinar et al., 2010; Pudlowski, 2009).

Competent hospitality leaders understood their employees' needs, and shifted leadership styles or strategies to persuade employees to embrace and support internal

change (Assegid, 2009). According to Jackson (2010), some lodging enterprises were forced to shift paradigms in their human resource management processes due to globalization, and diverse leaders were sought to match organizational shifts. Computer software was used in lodging businesses to enhance the productivity of human resource processes to cut cost and improve efficiency among hospitality employees (Jackson, 2010). Hospitality leaders were expected to set conditions that inspired employees to become more knowledgeable and aware of the organization's technologies and processes, while creating working conditions that encouraged employees to match their behaviors to the organization's needs (Maon et al., 2009).

Jackson (2010) thought organizational change required competent leaders who implored leadership styles to influence employee commitment within the human resource management department. Human resource managers were expected to address factors that limit the hospitality employees from adapting to changes in the work environment (Breyfogle III, 2009; Jackson, 2010). Implementation changes were crucial to the survival of most organizations, so organizations used enabling processes to help ensure the success of future growth and services in hospitality companies (Breyfogle III, 2009; Jackson, 2010). Hospitality organizations recognized the importance of integrating old and new technologies to use managerial competencies and work experiences to produce effective change management strategies (Campbell, 2009; Jackson, 2010).

Youth sport teams were used to promote change initiatives among young athletes within high-pressure or crisis situations, and change initiatives from youth sport experiences can be beneficial to individuals occupying future leadership positions (Chelladurai, 1980; Latham & Vinyard, 2004; Jackson, 2010).

### ***Transactional Leadership***

Successful hospitality leaders were measured by their productiveness of inspiring employees to efficiently perform in hospitality businesses. Transactional leaders rewarded followers for successful outcomes to encourage productive behavior and create positive outcomes (Bass, 1985). Transactional leaders were expected to reward employees with additional tasks and responsibilities to make rewards contingent on the successful completion of set objectives (Walumbwa, Wu, & Orwa, 2008). Effectual hospitality leaders rewarded employees that provided quality work and service to customers, to inspire other employees to perform at a high-level in the work environment (Walumbwa et al., 2008; Wellington & Foster, 2009). Transactional leadership was designed to inspire favorable behaviors that yield quality customer service or production in hospitality firms (Bass, 1985; Ng, 2011).

Some hospitality employees are motivated to improve their work performance when employees are rewarded for service in their hospitality firm (Ng, 2011). Transactional leaders can effectively manage in complex situations by using rewards to motivate employees in high-pressure work environments (Hersey, 2009; Walumbwa et al., 2008). Transactional leaders provide rewards that motivate employees to view change as a necessity to successful hospitality firms. According to Katz (2005), scientists who followed original paradigms in crisis situations rather than adopting new paradigms encountered new and unsolvable issues due to their unwillingness to change course.

Transactional leaders provided rewards to inspire employees to adopt beneficial behavior, but transactional leaders failed to promote sustainable change in employees; employees valued rewards not the interests of the overall organization at times (Hultman,

Robson, & Katsikeas, 2009; Ng, 2011; Walumbwa et al., 2008). Transactional leaders emphasized the importance of recognizing positive behavior exhibited among all employees (Walumbwa et al., 2008). Hospitality leaders understood the significance of acknowledging the efforts and productive behavior among employees to ignite future success (Ng, 2011; Walumbwa et al., 2008). Transactional leaders can inspire employees with an effort-reward exchange relationship, but effective leaders must have the ability to transform and inspire employees to follow the organization's vision as well (Bass, 1985; Cubero, 2007; Shooter et al., 2009).

### ***Transformational Leadership***

Transformational leadership was designed to add to the effectiveness of transactional leadership (Bass, 1985). Transactional leadership aimed to motivate followers by tapping into followers' self-interests (i.e., rewards and incentives), while transformational leadership was designed to recognize the needs of followers on a much higher-level to engage the full person (Bass, 1985). Cheung et al. (2010) recognized the importance of leaders who can motivate employees to embrace task and job responsibilities, while employees aim to become more productive in hospitality companies. Hackett (2006) suggested that transformational leaders were more involved with coordinating and integrating activities to help transform followers into individualistic leaders in their respective positions.

Effective hospitality organizations used diverse leadership to inspire employees to support new technologies being implemented in processes to achieve organizational goals (Solnet et al., 2010; Stein, 2009). Transformational leadership was designed to empower employees in complex and diverse organizations, so employees will work to establish

quality services or products in their organization (Low & Davenport, 2009). Hospitality leaders found effective leadership styles and traits as the most significant competencies needed among hospitality graduate students entering the workforce (Cheung et al., 2010). Transformational leadership adopted some characteristics of the charismatic leadership model, and charismatic characteristics can be used as effective leadership traits to relax employees in complex and high-pressure hospitality work environments (Cheung et al., 2010; Hackett, 2006).

Cheung et al. (2010) recognized that hospitality industry leaders are seeking hospitality students with exceptional leadership styles and traits that inspired diverse employees to align their behaviors to organizational goals. Pudlowski (2009) believed hospitality leaders needed to display a high-level of confidence, commitment, and dedication to organizational goals to combat global uncertainties and contingencies in hospitality firms. Transformational leaders were expected to appreciate and understand employees' perspectives and ideas by adopting a collaborative approach toward leading subordinates in unstable work environments (Low & Davenport, 2009; Sugar & Holloman, 2009). Transformational leaders viewed employees as a cohesive team by inspiring followers input on decisions and encouraging the collaboration of all invested employees (Spinelli, 2006). Transformational leaders embodied flexibility and diversity to promote peak performance and high-level quality from followers (Sugar & Holloman, 2009).

### ***Collaborative Leadership***

Hospitality career fields required collaboration between leadership and employees to produce quality products or services to clients. Collaborative leadership emerged as an



effective global business approach to critical business relationships (Chrislip, 2002).

Hospitality companies can only survive from beneficial relationships among their suppliers, employees, and patrons in today's global marketplace. Collaborative leaders used persuasive interpersonal skills to establish trust in their internal and external relationships to convey a message of fairness and integrity (Chrislip, 2002).

Productive change required collaboration from all invested parties, and collaborative leaders used transparent communication to discuss strategies to build team confidence during the implementation of change (Hinckley, 2009). In a survey of 63 companies, managers indicated that over \$10 million dollars were spent on implementation processes, and change required an average of 23 months to complete (Umble, 2009). Therefore, managers should not overlook the importance to make change a priority among organizational leaders because failed implementation can cost businesses millions in lost revenue and clientele (Latham & Vinyard, 2004). Effective change management required leaders who are willing to step out of their comfort zones, while inspiring employees to embrace change initiatives (Hinckley, 2009).

Sometimes organizations can be staffed with managers who are resistant to change, which can impede the progression of change in their organization. Collaborative leaders were optimistic about the futuristic change, and collaborative leaders viewed change as a way to improve business processes or services (Chrislip, 2002). Collaborative leadership focused on building collaborative relationships around public policies and procedures (Chrislip, 2002). Collaborative leadership was designed to promote group problem-solving, and collaborative projects from traditional (ordinary business setting) and virtual teams (web-base setting) (Chrislip, 2002).

Hospitality firms have expanded abroad, and employees were entering the workforce with more diverse backgrounds; diverse employees can become resistant to change in hospitality companies. Collaborative leadership gave hospitality firms an opportunity to place employees in team-oriented work environments that promoted and inspired collaboration among all employees (Chrislip, 2002). When employees were willing to share ideas and collaborate on job tasks, employees developed a more collaborative mindset in diverse hospitality and business work environments to improve organizational success (Chrislip, 2002; Ng, 2011).

### ***Passive/Laissez Faire Leadership***

Passive/laissez faire leadership was a non-authoritative approach to managing employees, and leaders gave employees complete control and freedom over their work (Skogstad, Einarsen, Torsheim, & Aasland, 2007). Laissez faire leaders were considered ineffective in complex hospitality work environments (Skogstad et al., 2007). According to Kocherlakota and Phelan (2009), uncertainty in hospitality work environments required diverse leadership styles that sought out solutions to problems rather than being reactive to internal and external uncertainties. Youth sport leaders were taught to expect and accept uncertainty in competitive sport environments (Cubero, 2007). Laissez faire leaders can become beneficial when leaders are attempting to minimize social harm to employees in the hospitality industry.

Laissez faire leaders focused on maintaining manager-to-employee relationships rather than inspiring and implementing change in complex hospitality firms (Kocherlakota & Phelan, 2009; Ng, 2011). Effective leaders must have the ability to influence followers to embrace their vision and organizational objectives (Spinelli, 2006).

Ineffective hospitality leaders lacked leadership traits that motivated employees to align their behaviors and attitudes with team goals (Solnet et al., 2010). Laissez faire leaders were considered ineffective in diverse and complex hospitality firms (Bass & Avolio, 2004).

Passive leaders were not willing to set objectives needed to inspire employees, and passive leaders will not have the ability to motivate employees to adapt to change in hospitality businesses (Bass & Avolio, 2004; Skogstad et al., 2007). Effective hospitality leaders have leadership styles that produce employees to perform effectively and efficiently (Ng, 2011; Shooter et al. 2009). Youth sport leaders developed leadership styles that encouraged them to stimulate team members to perform effectively and efficiently in complex sporting environments (Calhoun, 2007; Cubero, 2007).

#### ***Multifactor Leadership Questionnaire Assessment of Leadership Styles***

Multifactor Leadership Questionnaire 5X Short-Form (MLQ) is used to assess leadership styles and traits in individuals (Bass & Avolio, 2004). MLQ is considered the full range leadership model for rating individuals' leadership behavior (Bass & Avolio, 2004). Salter, Green, Duncan, Berre, and Torti (2010) found that individuals associate motivational or inspirational words to a transformational leadership style. Subjects correlated effective communication to transformational leadership traits using MLQ to assess leadership behaviors (Salter et al., 2010). Individuals in youth sports learned to associate key encouragement words to motivate teammates (i.e., the team believes in you) (Calhoun, 2007).

Transformational leaders were believed to use passionate and emotional language to motivate subordinates, and transformational leaders used this form of communication

to inspire followers to transform behaviors to benefit the organization (Salter et al., 2010). MLQ demonstrated the correlation between motivational words, and transformational leaders; MLQ is recognized as the most valid instrument for assessing leadership styles (Bass & Avolio, 2004; Salter et al., 2010). Hospitality firms are very complex, and MLQ can be used to assess leaders within complex and high-pressure work environments (Ng, 2011). MLQ was used to rate hospice executives transformational leadership traits within intricate hospitals (Longenecker, 2008).

Longenecker's (2008) findings suggested that hospice executives used transformational leadership traits and behaviors to manage the influx of patients and staffing issues within hospice companies. Hospice executives mirrored the optimal ratings of transformational leadership behaviors to mirror other research studies using the MLQ instrument (Bass & Avolio, 2004; Longenecker, 2008). Role modeling behavior and new perspectives were found significant among hospice executives (Longenecker, 2008). Transformational leaders set conditions to motivate subordinates to adopt positive behaviors that were conducive to their organizational culture (Low & Davenport, 2008). Most hospice executives relied on their industry experience to successfully manage rapidly changing hospice environments (Longenecker, 2008). Youth sports introduced athletes to rapidly changing environments at young ages to provide some relevant experience (Chelladurai, 1980).

### **Youth Sports Leadership**

Calhoun (2007) thought effective youth sport leaders were developed through a continuous interaction process within their competitive sport environments. Effective youth sport leaders were placed into leadership roles, so leading teammates felt natural

during challenging situations (Manos, 2006). Passion was developed from the participation in sports, and passion has the ability to attract and inspire team members to grasp leadership perspectives (Calhoun, 2007). Hospitality firms have shifted to more global strategic planning, and today's leaders were expected to passionately lead subordinates to embrace implemented strategies and solutions in the hospitality industry (Ghorbal-Blal, 2011).

Effective youth sport leaders were required to develop competent leadership traits and change management tactics when managing contingencies or crises impacting their sport teams (Calhoun, 2007; Chelladurai, 1980). Successful leaders made rational and well-thought out decisions rather than impulsive and emotional ones in crisis situations (Pudlowski, 2009). Youth sports leadership required passion and commitment from athletes because leaders who loved the game dedicated time and effort to improving teamwork and team performance (Calhoun, 2007). Youth leadership was essential to the development of interpersonal skills that enhanced athletic maturity (Chelladurai, 1980).

Hospitality leaders needed to be aware of team members' morals and self-interests, and hospitality leaders were expected to set conditions that motivate team members to work towards team goals and cultural perspectives (Ghorbal-Blal, 2011; Wellington & Foster, 2009). Katz (2005) believed perceptions and realities of one's organizational culture should be taught to develop perceptions and theories that promote an innovative and creative vision. Great leaders were knowledgeable about their craft and reacted confidently during contingencies and crises (Van Buskirk, 2009). Confidence emerged in athletes when athletes received constructive feedback during high-pressure situations (Ghorbal-Blal, 2011; Hultman et al., 2009).

Productive hospitality leaders demonstrated empathy for team members to gain a sense of trust, respect, loyalty, and commitment from employees in hospitality companies (Assegid, 2009; Ghorbal-Blal, 2011). Youth sport leaders focused on understanding team members' needs, strengths, and weaknesses, so they can set conditions to motivate followers to pursue team objectives (Manos, 2006). Sport's leadership required athletes to dedicate their time to enhancing individual performance through hard work, while developing a passion to lead others to achieve team objectives (Calhoun, 2007). Sport's leadership was responsible for involving stakeholders in the decision-making process because a participative culture could help ensure team members work toward the success of team goals (Manos, 2006).

### ***Youth Sports Leadership Traits Development***

Youth sports were designed to improve the psychology of athletes when athletes are confronted in unfamiliar situations (Manos, 2006). Youth sports could be used to connect athletes' self-perceptions to their leadership traits and abilities to improve interpersonal skills among teammates (Calhoun, 2007). Trait development was considered significant to effective leadership over followers because trait development influenced leaders' interpersonal skills (Manos, 2006). Youth sports were used to build character development because actual experiences have a profound impact on a child's psychology (Chelladurai, 1980). Effective hospitality leaders relied on charisma and leadership traits that were developed from past successful management in crisis situations (Israeli, Mohsin, & Kumar, 2011).

Coaches were used to build leadership traits among young players, so young players would develop the mental ability to effectively manage in complex and diverse

situations (Organisation of Eastern Carribean States, 2008). Youth sports were used to provide actual situations that challenged young players to succeed in crises, so youth sports were used to derive knowledge from lived experiences (Calhoun, 2007; Chelladurai, 1980). Coaches were expected to make players tough and undeterred in difficult situations, and hospitality managers were expected to inspire employees to commit to the overall goal of the organization rather than individual successes in challenging situations (Chelladurai, 1980; Israel et al., 2011; Larue et al., 2006). Youth sport's participation has a positive impact on the development of leadership traits and interpersonal skills (Chelladurai & Carron, 1983).

Calhoun (2007) believed youth sport's participation is used to develop a winning attitude among players because young athletes developed a desire for success throughout sports competition. Israeli et al. (2011) suggested that hospitality leaders developed a positive environment that promoted a confident attitude towards organizational challenges. Youth sports taught athletes how to set goals and how to strategically plan for the accomplishment of set goals (Organisation of Eastern Carribean States, 2008). Young athletes offered diversity to team sports, and coaches were used to teach young athletes the importance of their unique skills to build team dynamics (Manos, 2006).

Pudlowski (2009) believed leaders should prepare for contingencies by enhancing their managerial competencies and leadership styles to combat potential contingencies in their organization. When leaders were faced with crises or contingencies, leaders reacted with instinctive leadership traits to enhance the performance of team members in critical or urgent situations (Pudlowski, 2009). Crisis management solutions were sought to combat internal and external contingencies impacting hospitality firms, so hospitality

leaders used their leadership qualities and characteristics to influence team members to accept change initiatives in their work environment (Israeli et al., 2011). Effective organizations were comprised of a group of team members intentionally organized to reach set goals, and those team members were provided with a structured vision of how the organization should be working throughout organizational processes (Israeli et al., 2011; Gottschalk et al., 2010).

Youth sport leaders were taught to align team members' behaviors and actions to the overall team vision, and youth sport leaders attempted to make sure team members share similar interests (Organisation of Eastern Caribbean States, 2008). Hackett (2006) believed transformational leaders used charisma and leadership traits to persuade followers to adopt their philosophies and change behaviors to enhance the success of the team. Sports provided structure to young athletes because athletes learned the schedule and routines of practice to instill the concepts of team commitment to their leadership traits (Organisation of Eastern Caribbean States, 2008). Effective athletes developed a multitude of effective leadership traits from youth sports: intelligence, competitiveness, perseverance, and interpersonal skills to ensure success at changing strategic strategies in crisis situations (Manos, 2006).

Manos (2006) believed youth sports taught individuals how to focus on the daily tasks within the team rather than other tasks not impacting the team's vision. Bono and Ilies (2006) suggested that emotions are tied to effective influential and persuasive leadership. Transformational leadership had an emotional component because subordinates developed an emotional attachment to their leaders from this leadership style (Bono & Ilies, 2006). Positive emotions have been shown to create favorable



organizational outcomes because positive emotions correlated with loyalty and trust among employees in an organization (Solnet et al., 2010).

Youth sports were designed to teach young athletes how to reach and develop emotional characteristics that inspire others to follow with a passion toward the team successes and philosophies (Campbell, 2009). Campbell (2009) believed intuitive, flexible, innovative, creative, and collaboration were essential leadership traits for effective and efficient leaders. Campbell (2009) recognized that leaders should use familiar or understandable language when leaders attempted to communicate with subordinates. Calhoun (2007) believed coaches taught interpersonal skills to young athletes that were understandable to other team members to build cohesiveness within the realms of the team.

Effective hospitality leaders remained humble among subordinates and used interpersonal skills to build commitment among all subordinates (Breyfogle III, 2009; O'Neil & Davis, 2011). Youth sports taught athletes to embrace tasks and responsibilities within the team environment, and leaders learned to accept the negative and positive results that come with their responsibilities (Jacobides, 2010; Manos, 2006). Youth sport's leadership involved other players into the decision-making process, to transform team members into individual leaders (Organisation of Eastern Caribbean States, 2008). Transformational leaders influenced subordinates to tap into their needs, so subordinates transformed their needs into individual leadership perspectives within the organization (Bono & Ilies, 2006).

Productive leadership was essential to hospitality organizations because failure to effectively lead can result in lost profits and staffing high turnovers (Campbell, 2009;

O'Neil & Davis, 2011). When hospitality managers have a vast amount of managerial knowledge to reference with work experiences, hospitality managers used influential power to motivate and inspire their employees (Jacobides, 2010). Youth sport leaders learned to trust their teammates' decisions, behaviors, and actions to progress toward team goals and objectives (Manos, 2006). Manos (2006) believed trust is a leadership trait that promoted collaboration among team members. Youth sport leaders developed strategies to enhance innovation and change management for future growth in hospitality firms (Campbell, 2009; Latham & Vinyard, 2004; O'Neil & Davis, 2011).

### ***Youth Sports Leadership Impact***

Youth sport's leadership was used to build successful characteristics that improved resistance to change among team members (Jacobides, 2010). Hospitality leaders were expected to exhibit skills that influence subordinates in their organization towards team goals (Heejung & Chen, 2011; Low & Davenport, 2009). Youth sport's leadership required coaches to use interpersonal skills to influence players to embrace team philosophies that improve productivity within the team work environment (Pandelica, Pandelica, & Dabu, 2010; Ullmen, 2009). Youth sport's leadership was used to seek new talent by exploring athletes' strengths and weaknesses, and coaches were used to position players in the best opportunities for the team's success and management of change (Chelladurai & Carron, 1983).

Phil Jackson (ten NBA championship rings as coach of the L.A. Lakers and Chicago Bulls) believed in leading players to self-correct unwanted behaviors, while working cohesively with other teammates to incorporate desired behavior (Ullmen, 2009). Phil Jackson leadership abilities were attributed to past experiences and

philosophies, and sport's leadership was significant to building winning qualities in athletes (Chelladurai & Carron, 1983; Ullmen, 2009). Youth sport's leadership was committed to the progression of leaders and followers to ensure team goals were accomplished among teammates (Ullmen, 2009). Heejung and Chen (2011) emphasized the importance of empowering employees in hospitality companies, and hospitality leaders were expected to transform employees into leaders of their respective positions.

Youth sport's leadership was designed to teach individuals how to develop positive working relationships with teammates, while encouraging teammates to become experts in their positions (Manos, 2006). Youth sport's leadership was used to help players evaluate their strengths and weaknesses, and fortunate hospitality leaders evaluated employees' attributes to position them for organizational success (Calhoun, 2007; Heejung & Chen, 2011). Coaches provided players with a vast amount of information, and players were expected to regurgitate plays and strategies upon request in complex situations (Ullmen, 2009). Hospitality leaders were expected to use managerial competencies combined with leadership styles to comfort and persuade employees in complex situations to improve customer service or products (Heejung & Chen, 2011).

Youth sport leaders were taught to focus on the goals, to build work ethics, and to excel within the confinements of a team (Calhoun, 2009). Coaches inspired and sought conditions to motivate team members to align behaviors to work towards the strategic and operating plans (Larue et al., 2006; Ullmen, 2009). Youth sport leaders learned to foster team environments that promoted creativity and freedom to give players the confidence to make critical decisions (Manos, 2006). When employees were confident in performing their job in hospitality firms, employees learned to strategically plan

strategies to improve the success in their work positions (Kay & Moncarz, 2007; Low & Davenport, 2009).

Hospitality leaders were expected to promote lifelong learning among employees to improve workforce diversity in the organization (Kay & Moncarz, 2007; Sharma & Sharma, 2010). Youth sport leaders were committed to using interpersonal skills and multiple leadership styles to motivate team members, while enhancing their sports intelligence and performance within the structure of a team (Calhoun, 2007). Effective changes were crucial to the survival of hospitality organizations in local and global markets (Assegid, 2009; Kay & Moncarz, 2007). Youth sport leaders understood the significance of change in the team's objectives and strategies (Ullmen, 2009). Effective hospitality leadership developed progressive teams and team members, while making organizations more competitive in their competitive landscape (Campbell, 2009; Pullman & Svetlanta, 2010).

When leaders failed to solicit the support of followers or failed to set motivational conditions for followers, organizations succumbed to contingencies and failed to implement strategies (Larue et al., 2006; Loup & Koller, 2005). Athletic games required leaders to make continuous tactical moves because coaches and players learned to address unexpected injuries, unsuccessful strategies, internal conflicts, and any behaviors impeding the progress of team goals (Calhoun, 2007). Youth sport leaders were required to evaluate situations in the game to find the most beneficial team strategy (Calhoun, 2007; Manos, 2006). Hospitality leaders were expected to evaluate organizational goals, employees' attitudes and behaviors, and changes needed to implement changes (Low & Davenport, 2009; Pullman & Svetlanta, 2010).

Youth sport leaders were taught to never take a play for granted, and sports leaders are taught to adapt to changes and to react rationally to contingencies in the environment (Calhoun, 2007). Calhoun (2007) developed average players into superstars by creating motivational conditions that inspired athletes to always strive for excellence. Players' collaboration was essential to the completion of team strategies in sports (Calhoun, 2007). Relationships were extremely important to the team concept in sports because players relied on the performance of teammates to accomplish set objectives (Calhoun, 2007; Manos, 2006). Effective hospitality leaders spent quality time establishing and building work relationships with employees to prepare their organization for future contingencies and crises (Testa, 2007; Van Buskirk, 2009).

Relationships were viewed as the most vital component to successful organizations because relationships generated support, maximized power, and produced resources (Hoopes, 2003). Youth sport leaders pushed players to higher levels within the team environment by establishing a cohesive approach among teammates (Calhoun, 2007). Hospitality leaders developed capacity management to foster a cohesive work environment among employees (Pullman & Svetlanta, 2010). Capacity management was used to manage capacity and demand (Pullman & Svetlanta, 2010). Capacity management has the ability to determine who needs a service, while making sure capacity was sufficient for the service demand (Pullman & Svetlanta, 2010).

Capacity management enhanced hospitality organization's strategic position in global markets, and capacity management fostered a more collaborative environment (Pullman & Svetlanta, 2010). Followers bought into the vision, if the vision incorporated their self-interests and similar goals (Martin, 2008; Wellington & Foster, 2009). Effective

hospitality managers focused on hiring individuals with effective leadership traits, diverse leadership approaches, and provided training to enhance quality service (Testa, 2007). Youth sport leaders were taught to remain flexible to leadership strategies and styles, and organizational change to manage contingencies impeding team goals (Calhoun, 2007; Manos, 2006).

Hospitality management graduates were expected to manage processes, services, and contingencies in today's hospitality industry. With such an important mission, hospitality educators and industry leaders should seek to ensure graduates embodied effective leadership traits and styles upon entering hospitality career fields. Hackett (2006) believed leaders who fail to use interpersonal skills to recognize and appreciate followers could be ineffective at implementing change because effective leaders inspired employees to be accountable for their behaviors and actions.

### **Summary of Literature Review**

Effective leadership styles (i.e., transformational, transactional, and collaborative leadership) and traits have been identified as significant attributes for undergraduate hospitality students and industry managers. Research suggested that industry leaders sought undergraduate hospitality students with managerial competencies and change management leadership styles to manage their complex hospitality firms. Youth sports have been identified as a moderator to develop competent leadership styles and traits that embrace change in complex and diverse situations. There is limited research on the development of youth sports impact on future leadership styles and traits in hospitality firms; therefore leadership styles of undergraduate hospitality students who participated in youth sports were not well understood. Undergraduate hospitality student's leadership

styles and traits have been studied, but there have been no studies investigating undergraduate hospitality students and their youth sports participation in regards to leadership styles.

### **CHAPTER 3: METHOD**

This research was designed to assess leadership styles of undergraduate hospitality students with youth sport experiences. The study included a demographic questionnaire and Multifactor Leadership Questionnaire (MLQ) 5X short-form. The results from the questionnaires were utilized to assess respondents' youth sport participation levels (low or high), while examining any differing leadership styles based on demographic characteristics.

This chapter was used to explain the research design, sample population, instrument, data collection procedure, and data analysis. In the sample section, the sample characteristics were described in-detail. The instrument section was used to emphasize the measurement scale validity and reliability. In the data collection section, procedures were illustrated in-detail. A brief procedure of data analysis was discussed in the last section of this chapter.

#### **Research Design**

Quantitative research methods were designed to examine known variables by using numerical data to compare or find a relationship among those variables (Creswell & Maietta, 2002). Undergraduate hospitality students were grouped into two categories: low-youth sport's participation (0-3 years of experience) and high-youth sport's participation (4-8 years of experience). Those two grouped variables were examined for any difference in leadership styles using MLQ 5X short-form. A demographic section addressed students' youth sport's participation level, gender, ethnicity, field time (starter or reserve role), sports preference (individual-based or group-based sports), work preference (individually or collectively), and participation in high school athletics (see



Appendix B). Thus, this quantitative study attempted to examine any difference and relationships of low-and-high youth sport's participation on leadership styles of undergraduate hospitality students.

### **Use of Human Subjects**

The Iowa State University Human Subjects Form was submitted to the Institutional Review Board with information regarding the procedures and MLQ instrument used for this study. This study was submitted and accepted as an exempt study in regards to the requirements for human subject protection regulations. The exemption letter can be found in Appendix A.

### **Sample**

The target population for this research study was undergraduate hospitality students who are currently attending a four-year hospitality degree program. Hospitality programs were identified by using *The Guide to College Programs in Hospitality, Tourism, & Culinary Arts* (International Council on Hotel, Restaurant, and International Education, 2011). Two schools were chosen with a convenience sampling technique to represent undergraduate hospitality students from the central federation: Iowa State University (ISU) and DePaul University, to represent a public (ISU) and a private (DePaul) university within the federation. Hospitality program directors at each university were contacted by telephone to obtain their commitment prior to data collection. Department heads volunteered to disseminate the surveys among their faculty, and their faculty delivered and collected the surveys among their students; 40 students were selected from a management course at each institution to maintain consistency, while an additional 100 undergraduate hospitality students were randomly solicited to

participate in the research study at both higher learning facilities. The management course was selected to gather subjects who are currently learning leadership competencies within that course; the other subjects are expected to learn those rudimentary skills throughout their hospitality management program experience.

### **Instrument**

Two sections were used to support the instrument in this study. A demographic section was used to gather information on students' basic information (gender and etc.) and youth sport experiences (length of participation, preferred sport, role on sports team, preferred team sport (individual or team-oriented), and participation in high school athletics). The demographic section also contained a working preference (individually or collectively) of the subjects in the study, and findings were used to test any differences to youth sport's participation (See Appendix B). Utilizing the Multifactor Leadership Questionnaire 5X Short-Form (MLQ), the current quantitative study measured the leadership styles of hospitality undergraduate students.

MLQ measures the full range of leadership styles (passive, transactional, and transformational), and MLQ is the most validated leadership instrument used worldwide (Bass & Avolio, 2004). MLQ was viewed to be extremely effective in diverse work environments when assessing leadership styles among employees and managers (Bass & Avolio, 2004; Testa, 2007). MLQ can be used to assess effective leadership traits, leadership styles, and developmental areas of subjects (Bass & Avolio, 2004). MLQ was considered the evaluative tool for assessing transformational leadership for managers or potential managers in an organization (Bass, 1985). MLQ was constructed so a respondent has no knowledge of which questions pertain to which of the leadership styles

(i.e., transformational, transactional, and laissez-faire); there is a scoring key that reveals which questions refer to each leadership style (Bass & Avolio, 2004).

MLQ was used to assess and identify leadership styles of undergraduate hospitality students. Dependent variables displaying an undergraduate leadership style were collected through the application of the MLQ-5X Self-Rater form. There are 12 leadership style scales: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration; contingent reward, management-by-exception (active), management-by-exception (passive), laissez-faire leadership, extra effort, effectiveness, and satisfaction (See Appendix C). All of the leadership style scales have four-items, extra effort has three-items, effectiveness has four items, and Satisfaction has two-items. Permission to use, and include sample statements from, the MLQ can be found in Appendix D. Five sample statements from the MLQ can be found in Appendix E; the questionnaire in its entirety could not be included due to copyright restrictions.

### ***Pilot Study***

MLQ and the demographic questionnaire was pilot tested to detect problems with wording and understanding, to enhance reliability among targeted sample population (Dillman, 2007). The pilot test group consisted of an ISU faculty member and DePaul University faculty member. Faculty members provided information that helped to develop additional questions for the demographic segment because MLQ questions cannot be restructured or changed due to permission guidelines.

## **Procedures**

The researcher contacted both department heads of the four-year degree programs/schools selected from the central federation by telephone to solicit participation. Researcher called and emailed the department heads as needed to ensure proper reception and delivery of surveys; surveys were also sent to department heads through email and printed off for the subjects. Questionnaires were disseminated and collected by faculty within both institutions through a paper-and-pencil delivery method. ISU faculty hand delivered the surveys back to the researcher, but DePaul faculty returned surveys to the department head; department head returned the surveys back to the researcher via FedEx.

Subjects received a consent form (See Appendix F) that explained the purpose of this study, and provided a more in-depth analysis of the potential risks involved with this study. The respondents were informed that this is a voluntary study. Informants were able to withdraw from the survey or research study at any time with no threat of consequences. All interview data is kept confidential for the duration of this study and future research studies involving relevant subject matter, and computer information was password protected to prevent unauthorized access to electronic data. Only the researcher obtained the combination code to maintain participant confidentiality. After the duration of this research, electronic storage mediums will be wiped clean and restored with the assistance of DiskShred's mobile shredder. At the conclusion of the survey the subjects were assured of their confidentiality, and provided information of how to acquire the study results. Subjects received contact information in the consent form, so subjects could

contact the researcher via email and phone with any questions regarding this research study.

### **Data Analysis**

Data were imported into SPSS version 19.0 (2010) to organize, to code, and to analyze the findings. Descriptive statistics were used to identify characteristics of respondents' means, standard deviations, and frequency of each demographic variable. Respondents were divided into two groups based on their youth sport's participation level: low-level youth sport group (0-3 years) and high-level youth sport group (4-8 years). Informants' leadership styles were assessed in accordance to the MLQ instrument manual; the scores from the item responses were tallied and divided by the number of items that made-up the scale. A chi-square test was used to examine any difference in leadership styles between the two groups. Finally, logistic regression was used to test the likelihood of relationships of low-and-high youth sport's participation to the different leadership styles and traits in MLQ 5X short-form. Specifically, SPSS was used to answer these research questions:

1. Does the participation in youth sports prepare undergraduate hospitality students with effective leadership styles to manage change?

MLQ instrument scoring manual was used to assess the scores of the subjects, and it calculated the leadership style awarded to subjects. Transformational and transactional leadership are considered as effective styles to manage change (Bass & Avolio, 2004). The findings from the demographics section and MLQ instrument were used to answer this question.

2. Is there a difference in leadership styles between low-and-high youth sport experiences among undergraduate hospitality students?

Informants are going to be divided into two groups: low youth sport experiences (0-3 years) and high youth sport experiences (4-8 years). A Chi-square test was used to measure any differences between the two groups.

3. Is there a relationship between low-and-high youth sport participation and leadership styles among undergraduate hospitality students?

MLQ scores were used to answer this question because leadership styles were assigned according to the instrument's scoring manual. Once a difference was found, logistic regression was used to examine the relationship among youth sports experiences and the different MLQ leadership styles.

4. Do undergraduate hospitality students with high-youth sport's participation correlate with a transformational leadership style?

MLQ was used to assess the leadership style, and logistic regression was used to test the relationship between high-youth sport participation and a transformational leadership style.

5. Do undergraduate hospitality students with high-youth sport's participation correlate with a transactional leadership style?

MLQ was used to assess the leadership styles, and logistic regression was used to test the relationship between high-youth sport experiences and a transactional leadership style.

6. Do undergraduate hospitality students with low youth sport experiences correlate with a passive/laissez faire leadership style?

MLQ was used to assess the leadership style, and logistic regression was used to test the relationship between low youth sport experiences and a passive/laissez faire leadership style.

7. Do team sports create a more collaborative perspective among undergraduate hospitality students?

Responses obtained in the demographic section were used to understand informants preferred sport type (individualized or team-oriented sport) and working group.

## CHAPTER 4: RESULTS AND DISCUSSIONS

This quantitative study sought to solicit 280 subjects for this study, and the questionnaire was delivered through a hand-delivery and a paper-and-pencil process to improve the overall response rate (Dillman, 2007). There were two department heads identified and contacted, who agreed to participate and hand deliver surveys to an assigned management course in their institution with 40 undergraduate students; both institutions also sought an additional 100 undergraduate hospitality students to participate in the research study to strengthen the findings from random hospitality courses. ISU and DePaul were used to represent a private and a public institution from the U.S. Central Federation of ICHRIE hospitality programs. ISU was selected to represent public institutions, and DePaul was selected to represent private institutions within the central federation.

A total of 109 out of 112 surveys were collected from ISU, to produce a 97% response rate. Forty subjects were targeted from a business management course session, but only 37-subjects attended the course session on that selected day. Seventy-two subjects were targeted and selected from random hospitality courses, and surveys were given to subjects who volunteered to participate. DePaul collected 89 out of 94 surveys, to generate a 95% response rate.

Forty subjects were targeted from a business management course session, but only 35-subjects were present on this course session. Fifty-four subjects were solicited to participate in this study from various hospitality courses. A total of 198 out of 206 surveys were collected from both ISU and DePaul to produce a 96% response rate. Only 206 surveys were given between both universities rather than the 280 due to time



constraints and access to students. Twenty-eight surveys were discarded for two reasons: students failed to participate in youth sports, or students failed to complete the questionnaire in its entirety; ISU and DePaul faculty disseminated the surveys among their students and returned the survey documents to the researcher. This process fostered an 82.5% response rate of usable surveys, 170 out of the targeted 206 subjects (See Table 2). Paper-and-pencil surveys produced a higher response rate when compared to web-based surveys, to strengthen the overall statistical findings (Dillman, 2007).

**Table 2. Survey return rate: ISU and DePaul**

<i>Universities</i>	<i>Distributed Surveys</i>	<i>Returned Surveys</i>	<i>Not Returned Surveys</i>	<i>Discarded Surveys</i>	<i>Usable Surveys/Percentage</i>
ISU	112	109	3	18	91/81%
DePaul	94	89	5	10	79/84%
Total	206	198	8	28	170/82.5%

### **Demographics of Respondents**

The initial portion of the survey was used to gather and collect all demographic information of the respondents. The demographic information can be found in Table 3. 83.5% of the sample had a high-youth sport experience, and 16.5% of the sample had a low-youth sport experience. In America, sports are considered a rite of passage during childhood, and millions of today's youth, participate in youth sport teams (Assegid, 2009; Seefeldt, Ewing, & Brown, 1996); this finding may contribute to the high number of informants that fall into the high-youth sport's participation demographic segment. Youth sport leagues and youth sports foster environments that support millions of America's youth every year, and more and more youth sport leagues continue to increase and expand a variety of sports to their athletic programs (Seefeldt et al., 1996).

In addition, the allocation of males and females (32.9% and 67.1%) for this study is homologous to the demographics of students in today's hospitality programs. Horton, Foucar-Szocki, and Clark (2009) performed a study examining academic performance among undergraduate hospitality management students, and the sample population favored females (65%) compared to males (35%). Today, hospitality undergraduate programs are attracting more females than males throughout United States universities. There was a significant disparity among the different ethnic groups that participated in this research study. Caucasians consisted of 86.5% of the sample population, African Americans 5.3%, Hispanics 5.3, Asians 2.4%, and other (African) accounted for .6%.

Both hospitality programs have a majority Caucasian population and were noted, but this does not appear to affect the outcome of these results. DePaul, as a private institution, has as part of its mission, to serve disadvantaged populations, and therefore provides significant levels of scholarships. According to the National Center for Education Statistics (2011), Caucasians account for 62.3%, African Americans 14.3%, Hispanics 12.5%, Asians 6.5%, and other 4.4% of students enrolled in today's degree programs. The demographics of this study appear consistent with national statistics because most nationally accredited undergraduate hospitality programs have an influx of Caucasians and females. Findings focused on youth sport's participation impact on leadership styles rather than ethnic groups impact on leadership styles.

Majority of the sample population participated in team-oriented youth sports (68.2%), while only 31.8% participated in individual-oriented sports as a youth. All of the surveys were combined in this study, so data were not used to distinguish differences in subjects from each university. Youth sports were structured to provide an outlet for

young individuals, and to promote character-building activities and cohesion among talented individuals in complex situations (Seefeldt et al., 1996). This concept may influence why majority of the sample participated in team sports, and why more team-oriented sports dominate youth sport leagues. Working preference was balanced among the sample population, 51.8% preferred to work individually and 48.2% preferred to work as a group. This indicated that youth sports preference had no visual impact on their desire to work individually or collectively with others.

**Table 3. Demographics of undergraduate hospitality students from ISU and DePaul universities (*n* = 170)**

<i><b>Youth Sports Participation</b></i>	<i><b>N</b></i>	<i><b>%</b></i>
Low-youth sports	28	16.5
High-youth sports	142	83.5
<b>Gender</b>		
Male	56	32.9
Female	114	67.1
<b>Ethnicity</b>		
Caucasians	147	86.5
African Americans	9	5.3
Asians	4	2.4
Hispanics	9	5.3
Other	1	.6
<b>Sports Preference</b>		
Individual sports	54	31.8
Team sports	116	68.2
<b>Working Preference</b>		
Work individually	88	51.8
Work as a group	82	48.2

Respondents were predominately high-youth sports informants, and the findings denote that a large portion of America's population participate extensively in sports as a youth (4-8 years). Some individuals considered physical education activities in

elementary school as participation in sports (Goudas & Giannoudis, 2008). Some subjects in this study could have considered their participation in intramural sports during elementary school or middle school as youth sport's participation to skew the responses towards high youth sport's participation. This movement towards youth sport's originated from the 1950's with little league baseball and transcended over the years into other organized youth sport's (Seefeldt et al., 1996). Individuals can start as young as the age of five in the US with team-oriented sports in America, which may explain the high-youth sport's participation in this study. Youth sports were designed to promote cohesive team-building skills, self-confidence, and positive character, so team-oriented sports were innovated with this mantra framework (Goudas & Giannoudis, 2008).

### **Research Question One**

Research question one was developed to determine if the participation in youth sports prepared undergraduate hospitality students with effective leadership styles to manage change. A MLQ scoring manual was used to calculate subjects' responses to the MLQ survey questions, and the survey consisted of six-scales that measured effective leadership styles: transformational leadership had five scales that consisted of four items in each scale, and transactional leadership had two scales with four items in each scale.

**Table 3. MLQ scoring for transformational leadership style**

<i><b>Idealized Influence (Attributed)</b></i>	<i><b>Idealized Influence (Behavior)</b></i>	<i><b>Inspirational Motivation</b></i>	<i><b>Intellectual Stimulation</b></i>	<i><b>Individualized Consideration</b></i>
<b>2.75</b>	3.75	3.5	2.5	3.5
<b>3</b>	2.75	3.25	3	2.75
<b>3.5</b>	3.75	3.5	3.5	3
<b>2.5</b>	1.75	2.5	2.75	2.5
<b>2.5</b>	2.5	2.75	3	2.5
<b>2</b>	2	2.25	2.25	1.5
<b>2.25</b>	1.75	2.25	2.25	2
<b>2.75</b>	3	3	2.75	3.25
<b>2.75</b>	3.75	3.5	2.5	3.5

The response items were added and divided by their overall item number, and individuals who scale score averaged out to a three or higher were labeled with that leadership style. When two leadership styles were three or higher, the individual acquired the leadership style with the higher score. Two leadership styles with the same averaged scores would default to the leadership style with the most scales.

In Table 4, transformational leadership style (TL) has five scales: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. For example, the scores were totaled in the initial row,  $(2.75) + (3.75) + (3.5) + (2.5) + (3.5) = 16/5 = 3.2$  overall score. This score falls within the range of 3.0 - 4.0, and this subject would acquire a transformational leadership style based off of the MLQ scoring guidelines. Transactional leadership style (TR) has two scales: contingent reward and management-by-exception (active), shown in table 5. For example, the scores were total in the first row,  $(2.75) + (2.25) = 5/2 = 2.5$  overall score.

**Table 5. MLQ scoring for transactional leadership style**

<b><i>Contingent Reward</i></b>	<b><i>Management- By-Exception (Active)</i></b>
<b>2.75</b>	2.25
<b>2.5</b>	2.25
<b>3.5</b>	3
<b>1.75</b>	1.25
<b>3</b>	2.75
<b>1.75</b>	1.75
<b>2</b>	2.5
<b>3</b>	2.75
<b>2.75</b>	2.25

Results would indicate that this individual does not fit a transactional leadership style because the score does not lie within the 3.0 – 4.0 range. Laissez faire/passive leadership style (PL) consist of two scales: management-by-exception (passive) and laissez faire as shown in Table 6. For example, the first row scores were  $(2) + (1.75) = 3.75/2 = 1.875$  score. This individual would not fit the laissez faire/passive leadership style because the score does not fall within the 3.0 – 4.0 range.

**Table 4. MLQ scoring for passive leadership style**

<b><i>Management- By-Exception (Passive)</i></b>	<b><i>Laissez Faire</i></b>
<b>2</b>	1.75
<b>2</b>	2.5
<b>2</b>	2
<b>1</b>	0.5
<b>0.5</b>	0
<b>2.75</b>	1.75
<b>1</b>	2
<b>1.25</b>	1.25
<b>0.5</b>	0
<b>1.25</b>	1.5
<b>1</b>	0.75
<b>2.25</b>	1.5

MLQ measured three leadership styles; two leadership styles (transformational and transactional) were considered effective towards the management of change, and one leadership style (laissez faire/passive) was considered ineffective toward the management of change. Once informants' scores were averaged using the MLQ scoring manual, subjects were categorized with their given leadership names (e.g., "transformational, transactional, laissez faire/passive, and no leadership style"). Subjects who did not fall into a distinct category with a 3.0 score were grouped into the no leadership category. Majority of the "no leadership" subjects were borderline with TL and TR, ranging in scores of 2.5 to 2.9.

Table 7 findings discovered that TL 50% and TR 14.1% of youth sport participants grasped a successful leadership style towards the management of change, while only 1.8% (PL) exhibited a definite ineffective leadership style toward the management of change; no leadership (34.1%) consisted of some individuals who were borderline for the required score range for TL and TR (productive leaderships). Even though, 34.1% were deemed no leadership, they all fail in the realm of effective leadership, to indicate effective leadership characteristics or qualities. In chapter five, no leadership was discussed in greater detail. A paucity amount of subjects were borderline passive leadership from the no leadership subject group.

**Table 7. Effective and ineffective leadership styles among surveyed subjects ( $n = 170$ )**

<i>Effective Leadership Styles</i>	<i>N</i>	<i>%</i>	<i>Ineffective Leadership Styles</i>	<i>N</i>	<i>%</i>
*Transformational (TL)	85	50	*Passive (PL)	3	1.8
*Transactional (TR)	24	14.1	No Leadership	58	34.1

\*An averaged score of 3.0 - 4.0 was required from subjects survey responses.

More than half of the subjects in the study (64%) demonstrated effective leadership styles to manage change. Sixty-four percent fall into distinctive leadership categories, but combined with no leadership category, a total of 98.2% demonstrated effective leadership characteristics and traits rather than PL; it might be due to the 83.5% of subjects that are categorized as high-youth sport participants. MLQ design indicated that scores ranging between two and three demonstrates behaviors used fairly often (Bass & Avolio, 2004), and 98.1% of the participants displayed effectual leadership traits. These finding may be significant to the management of today's convoluted hospitality work environment. These results raise the question of how do low-and-high youth sports impact leadership styles among undergraduate hospitality students.

### **Research Question Two**

Because MLQ scoring uncovered effective leadership styles among majority of the subjects, the researcher measured the difference in leadership styles between low-and-high youth sport experiences among undergraduate hospitality students. A Chi-square test was used to test any differences between low-and-high youth sport's participation in regards to the four leadership styles (TL, TR, PL, and no leadership) acquired among tested subjects. Low-and-high youth sport's categorical variable was measured against



subjects categorized with one of the four leadership styles. Chi-square test was used to examine differences among categorical variables, so it was sufficient for this data analysis (Gravetter & Wallnau, 2010).

Chi-square tested all categorical variables (e.g., male/female, work preference, and low-and-high youth sport's participation) against leadership styles (e.g., TL, TR, PL, and no leadership) to examine any potential differences. There were no differences found among males and females as well as working preference variables. There was a significant difference found within low-and-high youth sport's participation. The difference was found between youth sport's participation and passive leadership ( $X^2(3, n = 170) = 10.593, p < .05$ ). Low-youth sport's participation expected count (.7) compared to count (3); high-youth sport's participation expected count (3.3) compared to count (1) in Table 8. These results suggest that low-youth sport's participation might positively impact passive leadership.

A logistic regression was used to examine potential relationships through adjusted odds ratios. The test determined the likelihood of low-youth sport's participation impacting passive leadership, negatively or positively.

**Table 8. Cross tabulation of youth sport's participation compared to leadership styles ( $n = 170$ )**

		TL	TR	PL	No Leadership
<b>High-Youth Sports</b>	Count	71	22	1	48
	Expected Count	69.3	20.9	3.3	48.4
<b>Low-Youth Sports</b>	Count	12	3	3	10
	Expected Count	13.7	4.1	.7	9.6
<b>Total</b>	Count	83	25	4	58
	Expected Count	83.0	25.0	4.0	58.0

### Research Question Three

Research question three examined if there is any relationships among low-and-high-youth sport's participation and MLQ leadership styles. Chi-square found a significant difference among low-and-high youth sport's participation in regards to a passive leadership style, so logistic regression was used to answer research question three, four, five, and six. Low-and-high youth sport's participation was used for the dependent categorical variable and leadership styles (TL, TR, PL, and no leadership) were used as the independent variables. Low-youth sport's participation was found to potentially impact passive leadership from the logistic regression results. Logistic regression was performed to examine the likelihood that low-youth sport's participation impacted a leadership style.

The model contained four independent variables (TL, TR, PL, and no leadership). The full model containing all predictors was significantly significant,  $X^2(3, n = 170) = 10.593$ ,  $p < .05$ , indicating that there was a difference between low-and-high youth sport's participation in regards to leadership styles. The model in a whole explained among 4.2% (Cox and Snell R square), 7.2% (Naglekerke R square), and 4.8% (McFadden R square) of the variance in leadership style. Only one independent variable made a unique statistically significant contribution to the model (PL). The strongest predictor of reporting youth sport's participation impact on PL was recording an odds ratio of -2.876. This indicates that undergraduate hospitality students with high-youth sport experiences (intercept) were almost three times as likely not to exhibit PL.

These findings suggest that undergraduate hospitality students with high-youth sport's participation are not as likely to develop a passive leadership style. Passive

leadership is deemed ineffective in today's complex and diverse hospitality firms. There were only four undergraduate hospitality students categorized with a passive leadership style, but the findings support research that suggests high-youth sports participation might develop effective leadership traits and styles. Some individuals develop leadership traits through physical education curriculum, but individuals who fail to participate in physical education and outside sports might hinder the development of successful leadership traits (Giannoudis, 2008).

**Table 9. Logistic regression youth sports participation effect on leadership styles ( $n = 170$ )**

<i>Youth Sports Participation (a)</i>	<i>B</i>	<i>Std. Error</i>	<i>Wald</i>	<i>df</i>	<i>Sig</i>
High Youth Sports	1.778	.312	32.442	1	.000
Intercept	-.209	.467	.200	1	.654
No Leadership PL	-2.876	1.196	5.783	1	.016
TR	.215	.690	.097	1	.756
TL	0			0	

a. The reference category is: Low Youth Sports

Low-youth sport's participation consists of a small group of subjects within the chosen sample population, but a statistical significance supports the likelihood that youth sport's participation impact PL. Chi-square results (see Table 7) indicated that high-youth sport's participation students tend to have effective leadership styles.

#### **Research Question Four**

Research question four was used to measure if undergraduate hospitality students with high-youth sport's participation correlate with a TL. Table 9 results suggest that there was likelihood that high-youth sports participation does not inspire the development of PL, but does not conclude that high-youth sport's participation develop TL among

undergraduate hospitality students. There was no statistical significance that suggests that undergraduate hospitality students develop a TL from high-youth sport's participation. However, findings indicated that 50% of undergraduate hospitality students were categorized with TL, while 83.5% were found to have high-youth sport's participation. The results might demonstrate that high-youth sports have some influence on TL, but a larger sample size might be needed to validate this assumption.

### **Research Question Five**

Research question five was conducted to determine if undergraduate hospitality students with high-youth sport's participation correlate with a TR style. Logistic regression was conducted to test high-youth sport's participation likelihood to impact TL, TR, PL, and no leadership independent variables. There was no significant likelihood found between high-youth sport's participation and TR. Table 9 results indicated that high-youth sport's participation does not likely impact TR. Undergraduate hospitality students do not likely develop a TR style from high-youth sport's participation. Rewarding employees due to their performance towards a task or goal is a characteristic of TR style. Physical education curriculums were designed to teach students how to set goals and expect excellence from the accomplishment of those goals (Brunelle et al., 2007). A reasonable clarification for the findings was that undergraduate hospitality students might develop TR skills during their elementary school-aged years.

### **Research Question Six**

Research question six was designed to examine if undergraduate hospitality students with low-youth sport's participation correlate with a PL style. This was addressed under research question three. Chi-square test indicated that there was a

significant difference between low-and-high youth sport's participation. An assumption was made that low-youth sport's participation likely impact PL due to the analysis of observed and expected data results. A logistic regression analysis was developed from this framework, and high-youth sport's participation was found to likely not to display PL.

Undergraduate hospitality students do not develop a PL style from high-youth sport's participation. Majority of Americans participate in some sport during the pivotal youth sports years (5-13 years old) in elementary and middle school (Brunelle et al., 2007; Goudis & Giannoudis, 2008). Some undergraduate hospitality students might not participate in physical education to minimize the development of leadership traits and skills. A logical explanation for the findings could be that undergraduate hospitality students who lack high-youth sport's participation might impede their maturation of successful leadership traits needed to manage change.

### **Research Question Seven**

Questions were asked on the demographic questionnaire to generate an understanding into team sports impact on future working preferences. This research objective was designed to measure if team sports create a more collaborative perspective among undergraduate hospitality students. Demographic information was collected and analyzed on two categorical variables (sports preference and work preference) to determine by the number of frequencies if the sport type is similar to their preferred work type (refer back to Table 3). There were 170 subjects in this research study, and 31.8% preferred individual sports and 68.2% preferred team sports during their youth. However,

there was a shift in work preference, 51.8% preferred working individually and 48.2% preferred working as a group.

Frequency results indicate that undergraduate hospitality students preferred youth team-oriented sports (i.e., baseball, soccer, football, and volleyball) rather than youth individualized sports (i.e., tennis, track, golf, and boxing). This perspective demonstrates a more collective or collaborated approach to a goal-oriented activity. Frequency findings also suggest that majority of undergraduate students prefer to work individually rather than working as a group to conflict with the collaborative perspective. Undergraduate hospitality students prefer to work more as individuals rather than a cohesive group. Results present two conflicting perspectives and demonstrate that team sports do not create a more collaborative perspective to undergraduate hospitality students work preference.

A plausible explanation for these findings was that subjects might conceive the work preference question to be misleading. The question failed to specify “working preference” as working within an actual work environment. This mishap may influence undergraduate hospitality students to assume that the question referred to school assignments.

## CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

This chapter contains three sections. First a summary of the research results will be discussed. Next, the limitations of the research study will be addressed. Lastly, future recommendations will be presented.

### Summary of Research

**Table 10. Summary Table of Research Study Questions**

<i>Research Questions</i>	<i>Outcomes/Results</i>
Does the participation in youth sports prepare undergraduate hospitality students with effective leadership styles to manage change?	Undergraduate hospitality students exhibited high-youth sports participation (83.5%), and 64.1% demonstrated effective leadership styles. It can be assumed that there is a connection between high-youth sport's participation and effective leadership styles.
Is there a difference in leadership styles between low-and-high youth sport experiences among undergraduate hospitality students?	Chi-square determined that there was a significant difference found between low-and-high youth sport's participation.
Is there a relationship between low-and-high youth sport participation and leadership styles among undergraduate hospitality students?	Logistic regression analysis examined the likelihood that high-youth sport's participation undergraduate hospitality students do not exhibit PL.
Do undergraduate hospitality students with high-youth sport's participation correlate with a transformational leadership style?	Logistic regression analysis determined that there was no likelihood that high-youth sport's participation impact TL.
Do undergraduate hospitality students with high-youth sport's participation correlate with a transactional leadership style?	Once again, logistic regression analysis found no likelihood that high-youth sport's participation impacted TR.
Do undergraduate hospitality students with low-youth sport experiences correlate with a passive/laissez-faire leadership style?	There was a likelihood that low-youth sport undergraduate hospitality students might be more likely to develop PL compared to high-youth sport undergraduate hospitality students.
Do team sports create a more collaborative perspective among undergraduate hospitality students?	Undergraduate students participated more in team-oriented sports (68.2%), but preferred to work in individualized settings (51.8%).

The research used a quantitative method to examine the difference between low-and-high youth sport's participation on the leadership styles of undergraduate hospitality students. With the use of MLQ instrument, and the MLQ scoring manual, the researcher found that an overwhelming, 83.5 % of the subjects were categorized as high-youth sport's participation. Youth sports were designed to develop characteristics and traits that provide athletes with effectual leadership skills for complex situations (Calhoun, 2007; Chelladurai, 1980). This finding is significant because 64.1% of the subjects (undergraduate hospitality students) categorized into effective leadership styles (TL 50% and TR 14.1%) to change management situations. Today's hospitality undergraduate students are expected to embody leadership characteristics needed to make beneficial decisions in diverse hospitality work environments (Cobanoglu et al., 2006; Stein, 2009).

TL and TR styles have the ability to set conditions that inspire and motivate employees to maximize their work performance to achieve organizational goals (Low & Davenport, 2009). Majority of the undergraduate hospitality students in this study displayed high-youth sport's participation and productive leadership styles. Results demonstrate an unexpected unbalance of low-and-high youth sport's participation subjects. Some studies indicated that individuals attribute their youth sport's participation to physical education activities in elementary and middle school (Brunelle et al., 2007). Physical education is structured to hone characteristics and skills needed to succeed in complex work environments (Brunelle et al., 2007).

This indicates that there are different levels of high-youth sport's participation, and also suggest that some subjects categorized with low-youth sport's participation might qualify as a high-youth sport's participation category. There was no significant



difference found among low-and-high youth sport's participation undergraduate students in regards to the effective leadership styles (TL and TR). Thirty-four percent of undergraduate students were categorized as no leadership, which consists of a significant portion of the sample. Hospitality undergraduate students (no leadership) were near the cutoff point to TL and TR, with scores in the two-range rather than the recommended three-range needed for one of the leadership style categories. Majority of the undergraduate hospitality students (48) found with no leadership were categorized with high-youth sport's participation.

There were a total of 58 undergraduate hospitality students that were categorized as no leadership, although 83% exhibited high-youth sport's participation. No leadership subjects might have high-youth sport's participation within the median range rather than the higher range of high-youth sport's participation. These undergraduate hospitality students might need more exposure to youth sports to develop a definite leadership style. Even though there was no likelihood found among high-youth sport's participation and TL and TR, the frequency findings exhibited that majority of undergraduate hospitality students had high-youth sport experiences and effective leadership styles.

Hospitality management programs provide undergraduate students with opportunities to participate in structured groups, with guidelines, time constraints, or grades. The problem with structure groups or projects is that individuals perform within those parameters or for a grade. However, youth sports provide individuals with opportunities to think logically, critically, and innovatively in unstructured sporting events; this assisted the development of effective leadership skills and traits in constantly changing environments. Hospitality management programs might need to implement

real-life case studies that inspire students to deal with multiple management situations (e.g., managing the complaints of a rudely guest, training an employee, and handling incoming phone calls) within the constraints of a group, minus the pressure of a grade.

When a grade is involved, undergraduate hospitality students might tend to focus on completing the assignment for the grade rather than the development of leadership traits. Implementing multiple scenarios in real-life cases can mimic youth sports situations, such as playing basketball against faster, stronger, and taller players, while attempting to think logically throughout the facets of the game. Both provide pressure situations that motivate individuals to react tactfully. There was one significant difference found between low-and-high youth sport's participation to PL style. Undergraduate hospitality students that reported high-youth sport's participation were not likely to acquire PL.

PL style is a non-proactive approach to managing subordinates or convoluted work environments, and most PL leaders tend to be reactive (Skogstad et al., 2007). A PL style can be damaging to the complex hospitality industry. Perhaps low-youth sport's participation contributes to a more passive form of leadership, and maybe a larger sample size of low-youth sport's participation undergraduate hospitality student's would make this finding more valid and reliable. There was a likelihood found that high-youth sport's participation did not inspire the development of PL among undergraduate hospitality students. Passive leadership does not galvanize undergraduate hospitality students to react successfully in today's high-turnover hospitality industry. Undergraduate hospitality students will face constant change in lodging, tourism, and restaurant business that require them to be proactive to complex work situations (Shooter et al., 2009).

Only four undergraduate hospitality students were categorized as PL, and three displayed low-youth sport's participation; this might indicate that students who lack youth sport experiences need training in this area to develop effective leadership traits needed for future management within the hospitality industry. Students can develop some leadership traits, if hospitality programs adopt real-life case studies that provoke students to engage in complex hospitality issues similar to youth sport arenas. Hospitality firms can reinforce those initiated leadership traits from hospitality programs with management training programs that motivate trainees to hone those skills in the actual work environment. Management training programs can reward the proper behavior to promote a contingent reward approach and encourage trainees to become individual leaders within the management process.

These management-training program implications can inspire the development of TR (contingent reward) and TL (individual leader), which are similar to situations within youth sports. Youth sport's participation prepared young athletes to react proactively and effectively in challenging situations, and young athletes learned how to adjust tactics and react efficiently in constant phases of athletic competition to build confidence in pressure situations (Childs, 2005; Chelladurai and Carron, 1983). Effective leaders should exude confidence in high-pressure situations to provide the most beneficial solutions, and to help inspire subordinates to embrace decisions or change needed (Harland et al., 2005; Hunter, 2006). High-youth sport's undergraduate hospitality students' likelihood not to exhibit PL can imply that low-youth sport's participation might contribute more to the development of PL. Implications can be made that academia hospitality programs and

hospitality industry management training programs need to use suggested tactics to develop effective leadership styles among undergraduate hospitality students.

Industry leaders may use this information to implement strategies to address individuals that lack effective change management skills developed through high-youth sports participation. A PL style is considered ineffective in challenging and changing work environments. Individuals that exemplify those PL traits can hinder a hospitality business from managing diverse populations and new technologies implemented into the work environment. Iun and Huang (2007) reported that hospitality businesses are witnessing a significant paradigm shift of older workers to their work environment. Some undergraduate hospitality students will have to enter the workforce and manage employees twice their age; this factor can be extremely intimidating and difficult for PL students (Baum, 1990; Bass & Avolio, 2004; Chan & Coleman, 2004).

This study also suggest that individuals are prepared to enter today's hospitality industry due to their high-youth sport's participation and effective leadership styles. Successful hospitality leaders embraced change and prepared conditions that inspired the best from their employees (Pinar et al., 2010), similar to a TL style. Majority of these hospitality students acquired a TL style, and this sample is representative of public and private universities in the Midwest US region, indicating that majority of today's youth participate in youth sports. Chelladurai and Carron (1983) found that young athletes learned leadership traits needed to manage teammates during challenging situations. Team sports and hospitality environments are similar in nature due to the collective efforts needed to manufacture quality results.

The researcher found that high team sport experiences do not indicate that undergraduate hospitality students would prefer working as a group, which is alarming, considering that the hospitality industry is a team-oriented work environment.

Undergraduate hospitality students who preferred team sports accounted for 68.2% of the sample, but only 48.2% preferred to work as a group. The finding is significant because one would think that most hospitality students would naturally prefer to work as a group due to the nature of the industry. Two reasons were found to shed some light on this finding: the wording in the question could have created confusion to some subjects and most youth sports are designed as team sports (i.e., football, baseball, and etc.). The question asked did individuals prefer to work individually on assignments or as a group on assignments. This question can be interpreted as school assignments rather than future work environments or situations.

Hospitality organizations relied on collective efforts to produce quality customer service (Assegid, 2009). Teamwork was crucial to the establishment of cohesive hospitality work environments, and team members must have the passion and desire to function collectively in hospitality organizations (Jackson, 2010). According to this study, a majority of the undergraduate hospitality students preferred to work on individual assignments, which may indicate a lack of desire to work in cohesive groups. This can indicate that undergraduate hospitality students might face a difficult task of managing the expected diverse population entering the hospitality industry because entry-level managers are expected to work in groups and delegate duties to diverse subordinates.

Hotels, restaurants, and other hospitality business rely on people to successfully work in teams or groups to provide quality customer service, so undergraduate hospitality students are expected to have the desire to work with others or prefer a team-oriented work environment. The work preference question as phrased in this study might be misleading to the students because it prompted students to respond to their desire to work on assignments as individuals or team-oriented perspective. Hospitality students could have assumed that the question indicated their working preference on classroom assignments rather than their working preference in the hospitality industry. Sixty-four percent of the undergraduate students were categorized with effective leadership styles that are conducive to team-oriented work environments.

Future hospitality leaders will need characteristics that stimulate positive results in this complex industry. A TR style individual rewards positive behavior, to reinforce that behavior, and a TL style individual galvanize followers by attempting to accommodate needs or interests (Hultman et al., 2009). Those styles require leaders that have a passion and desire for energizing individuals within the realm of teamwork. Wellington and Foster (2009) suggested that team commitment was advantageous to the development of trust among team members. It would be beneficial for students to have a desire towards teamwork, and this research suggest that undergraduate hospitality students may lack the desire for teamwork to conflict with their successful leadership styles. Teamwork is essential to the success of hospitality firms, so managers must have a desire and passion for teamwork to ensure productive change management strategies (i.e., scheduling short work staff, implementing new technology systems, or training employees language barriers).

From this research, a couple of methodological findings are apparent. First, a large sample pool should be used due to the unexpected low number of undergraduate hospitality students with low-youth sport's participation. A more balanced sample between both groups may have produced different statistical findings. High-youth sport's participation appears to benefit TL and TR styles, and a larger sample size may strengthen this assumption. Secondly, this study may be more beneficial, if this study included undergraduate hospitality students from different US geographical regions rather than the sole Midwest region. The study was not based on ethnic groups, but the researcher cannot ignore that ethnicity may play a factor in these statistical findings; whites accounted for 86.5% of undergraduate hospitality students. However, majority of undergraduate hospitality students are white, so this may represent the demographics of most hospitality programs in the US.

Third, paper-and-pencil surveys proved to be a very effectual way to survey and gather data from hospitality undergraduate students due to a high response rate (60%) compared to typical web-based surveys. This process generated an even higher response rate, but some surveys could not be used due to failure to participate in youth sports and failure to adequately fill out surveys. Finally, sport's participation levels should be structured in smaller incremental levels (e.g., 0-1 years, 2-3 years, and etc.) to determine any difference in sport's participation at different year levels.

### **Limitations of Study**

Several limitations should be noted. This study was conducted in two universities in the central federation and limited to two states. Surveys were limited to the Midwest region in the US, and it limited the exposure of different ethnic groups available for this

research study. MLQ has purchaser rights limitations, and it limits the amount of surveys that can be produced and used, to limit the overall amount of participants that can be sought. The two groups (low-and-high youth sport's participation) were too broad and generated an exceedingly vast amount of subjects in the high-youth sport's participation category.

The demographic question regarding work preference should have been written more specifically to working within the actual hospitality industry rather than assignments. A common-method bias of targeting undergraduate hospitality students' youth sport's participation level rather than the youth sports played; it could be beneficial to understand the team sports played to identify leadership traits learned through this participation. This study was limited to asking undergraduate hospitality students their youth sport's participation level rather than youth sports played. Understanding the sports participated in might contribute some more in-depth knowledge to the research findings.

### **Recommendations for Future Research**

In order to increase the sample size of low-youth sport's participation to undergraduate hospitality students, future researchers should involve more universities to maximize the overall sample size. An additional amount of MLQ licensures should be purchased for future research studies, to provide a more in-depth analysis between the differences of both youth sport's participation groups. Future research studies should explore the impact that a specific sport might have on the development of effective leadership traits or characteristics. A qualitative phenomenological study can also be used to explore team sports impact on the collective or cohesive nature of today's hospitality work environments.



Little research has been conducted that specifically solicits comments from high school athletes. Future research should be used to explore the impact high school and college athletics, collegiate intramurals, and club activities (i.e., band, chorus, and etc.) may have on the leadership styles and characteristics of hospitality managers. Larger scale qualitative and quantitative studies that include a more diverse sample of hospitality managers can be used to explore lived youth sport experiences and change management situations.

Future qualitative and quantitative studies can be used to explore and examine the impact youth sports have on international hospitality undergraduate students and industry managers. Future studies should also explore the impact physical education have on the long-term leadership characteristics and traits of hospitality managers and undergraduate hospitality students. Physical education is implemented in elementary and middle school curriculums, and physical education is used to build team skills and leadership traits needed to succeed within structured and unstructured teams.

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## APPENDIX A: IRB EXEMPTION FORM

**IOWA STATE UNIVERSITY**  
OF SCIENCE AND TECHNOLOGY

Institutional Review Board  
Office for Responsible Research  
Vice President for Research  
1138 Pearson Hall  
Ames, Iowa 50011-2207  
515 294-4566  
FAX 515 294-4267

**Date:** 9/26/2011

**To:** James Arthur Williams  
219 Crystal St., Unit 111  
Ames, IA 50010

**CC:** Dr. Robert Bosselman  
31 MacKay

**From:** Office for Responsible Research

**Title:** Hospitality Industry-Youth Sports Impact on Leadership Styles

**IRB ID:** 11-441

**Study Review Date:** 9/23/2011

The project referenced above has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b).

The determination of exemption means that:

- **You do not need to submit an application for annual continuing review.**
- **You must carry out the research as described in the IRB application.** Review by IRB staff is required prior to implementing modifications that may change the exempt status of the research. In general, review is required for any modifications to the research procedures (e.g., method of data collection, nature or scope of information to be collected, changes in confidentiality measures, etc.), modifications that result in the inclusion of participants from vulnerable populations, and/or any change that may increase the risk or discomfort to participants. Changes to key personnel must also be approved. The purpose of review is to determine if the project still meets the federal criteria for exemption.

Non-exempt research is subject to many regulatory requirements that must be addressed prior to implementation of the study. Conducting non-exempt research without IRB review and approval may constitute non-compliance with federal regulations and/or academic misconduct according to ISU policy.

**Detailed information about requirements for submission of modifications can be found on the Exempt Study Modification Form.** A Personnel Change Form may be submitted when the only modification involves changes in study staff. If it is determined that exemption is no longer warranted, then an Application for Approval of Research Involving Humans Form will need to be submitted and approved before proceeding with data collection.

Please note that you must submit all research involving human participants for review. **Only the IRB or designees may make the determination of exemption**, even if you conduct a study in the future that is exactly like this study.

Please don't hesitate to contact us if you have questions or concerns at 515-294-4566 or [IRB@iastate.edu](mailto:IRB@iastate.edu).

## **APPENDIX B: DEMOGRAPHIC QUESTIONNAIRE**

### **Undergraduate Hospitality Students Questionnaire Demographics**

Please circle your response to each of the following questions:

- 1. Did you participate in youth sports from 5-13 years of age in a league or organization?**
  - a. Yes
  - b. No
- 2. What is your gender?**
  - a. Male
  - b. Female
- 3. How do you describe yourself? (Please check the one option that best describes you)?**
  - a. American Indian/Native American
  - b. African American/Black
  - c. Asian/Asian American
  - d. Hispanic/Latino
  - e. Caucasian/White
- 4. What is your level of youth sport experiences?**
  - a. Low youth sport experiences (0-3 years)
  - b. High-youth sport experiences (4-8 years)
- 3. What type of sport do you prefer to play?**
  - a. Team-oriented (i.e., basketball, baseball, football, and etc.)
  - b. Individual-oriented (i.e., tennis, track, wrestling, and etc.)
- 4. What is your preferred “working group”?**
  - a. Working with people on assignments
  - b. Working individually on assignments
- 5. What was your major role during youth sports participation?**
  - a. A starter (start the game)
  - b. A reserve (come off the bench and play)
- 6. Did you participate in a collective/organizational activity, such as band, chorus, chess club, or etc.?**
  - a. Yes

b. No

If yes, can you write in the activity\_\_\_\_\_.

**7. Did you participant in high school athletics?**

a. Yes

b. No

**8. Do you participate in college-level intramural athletics?**

a. Yes

b. No



## APPENDIX C: MLQ SCORING KEY

For use by James Williams only. Received from Mind Garden, Inc. on August 25, 2011

### MLQ      Multifactor Leadership Questionnaire Scoring Key (5x) Short

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

**Scoring:** The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

Idealized Influence (Attributed) total/4 =

Management-by-Exception (Active) total/4 =

Idealized Influence (Behavior) total/4 =

Management-by-Exception (Passive) total/4 =

Inspirational Motivation total/4 =

Laissez-faire Leadership total/4 =

Intellectual Stimulation total/4 =

Extra Effort total/3 =

Individualized Consideration total/4 =

Effectiveness total/4 =

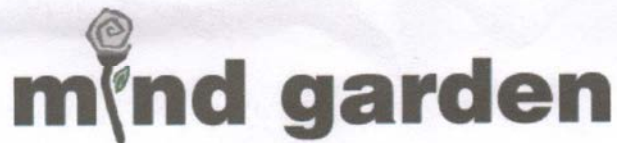
Contingent Reward total/4 =

Satisfaction total/2 =

1.	Contingent Reward .....	0	1	2	3	4
2.	Intellectual Stimulation .....	0	1	2	3	4
3.	Management-by-Exception (Passive) .....	0	1	2	3	4
4.	Management-by-Exception (Active) .....	0	1	2	3	4
5.	Laissez-faire .....	0	1	2	3	4
6.	Idealized Influence (Behavior) .....	0	1	2	3	4
7.	Laissez-faire .....	0	1	2	3	4
8.	Intellectual Stimulation .....	0	1	2	3	4
9.	Inspirational Motivation .....	0	1	2	3	4
10.	Idealized Influence (Attributed) .....	0	1	2	3	4
11.	Contingent Reward .....	0	1	2	3	4
12.	Management-by-Exception (Passive) .....	0	1	2	3	4
13.	Inspirational Motivation .....	0	1	2	3	4
14.	Idealized Influence (Behavior) .....	0	1	2	3	4
15.	Individualized Consideration .....	0	1	2	3	4

**APPENDIX D: MLQ PERMISSION FORM**

For use by James Williams only. Received from Mind Garden, Inc. on August 25, 2011



[www.mindgarden.com](http://www.mindgarden.com)

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material;

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

Copyright: *1995 by Bruce Avolio and Bernard Bass*

for his/her thesis research.

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,

Robert Most  
Mind Garden, Inc.  
[www.mindgarden.com](http://www.mindgarden.com)

## APPENDIX F: MLQ SAMPLE STATEMENTS

For use by James Williams only. Received from Mind Garden, Inc. on August 25, 2011

### MLQ Multifactor Leadership Questionnaire Leader Form (5x-Short)

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word *others* may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

1. I provide others with assistance in exchange for their efforts..... 0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate..... 0 1 2 3 4
3. I fail to interfere until problems become serious..... 0 1 2 3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards..... 0 1 2 3 4
5. I avoid getting involved when important issues arise..... 0 1 2 3 4

## APPENDIX G: CONSENT FORM

Dear undergraduate student,

The purpose of this research study is to see if and how youth sport experiences impact hospitality undergraduate students leadership styles. You are being invited to participate in this study because you are an undergraduate hospitality student in a central federation four-year degree institution.

If you agree to participate in this study, your participation will last for approximately 25-35 minutes. Your participation in this study is completely voluntary and you may refuse to participate at any time. Return of a completed web-based survey indicates your willingness to participate in this study. During the study you may expect the following procedures to be followed. You will complete the self-rater. After completion, you will see a message indicating that you have completed the online survey.

To ensure confidentiality to the extent permitted by law, the following measures will be taken: 1) Surveys will remain completely anonymous and no personal identification will be asked 2) no student will be identified by name in the published research, rather pooled data will be reported 3) only the identified researchers will have access to the study records 4) all surveys will be stored in a password secured database by the researcher and 5) study records will be kept on a storage device in a secure place and destroyed after three years. There are no foreseeable risks at this time for participating in this study. You will not incur costs by participating in this study and you will not be compensated.

We hope that the information gained in this study will benefit society by helping to identify what impact youth sports might have on the development of leadership styles for future hospitality leaders. If you have any questions regarding this questionnaire or if you would like a summary of research findings, please contact James A. Williams at 252-412-4077 or Dr. Robert Bosselman at 515-294-7474.

Thank you for your assistance with this project.

Sincerely,

James Williams  
PhD candidate, DM  
jaw@iastate.edu

Robert Bosselman, PhD, RD  
Professor/Department Chair  
drbob@iastate.edu